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ABSTRACT

Presented by 15 staff and school media specialists among others, this giude is a model for developing school library media programs that will meet the information retrieval needs of students in the twenty-first century. The guide incorporates the new Iowa State Guidelines and provides for the infusion of the following areas into educational programs: career education; global studies; multi-cultural/nonsexist; technology in the curriculum; media/information skills; guidance; activity programs; and higher order thinking. Standards for library media programs are provided, including qualifications for library personnel, and policies and procedures for selection, replacement, gift acceptance, weeding, and reconsideration for school library media center and text materials. An action plan based on the American Association of School Libraries' publication, "Information Power: Guidelines for School Library Media Programs," is suggested together with worksheets for documenting progress made over several years in implementing the action steps. A program mapping instrument for instructors is included. Specific guidelines for conducting needs assessments and establishing mission statements and goals and accompanying worksheets are provided. A procedural guide addresses the integration of new teaching and learning activities into existing curricula. Appendixes include relevant administrative policies and objectives as well as model case studies from schools in various areas of the United States. (SD)

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CURRICULUM GUIDE

FOR

SCHOOL LIBRARY MEDIA PROGRAM

U.S. DEPARTMENT OF EDUCATION
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INTRODUCTION

Curriculum Guide for School Library Media Program is a model curriculum guide for developing the school library media program. This guide was prepared by a committee of Southern Prairie AEA 15 staff and school library media specialists from K-6, junior high, senior high and K-12 school library media programs.

In recent years, the prodigious number of information resources and the development of new technologies have extended and redefined the mission of the school library media program and the function of the library media specialist. The preparation of this Curriculum Guide directs the development of school library media programs endeavoring to prepare students for these changes in society.

The Guide incorporates the new Iowa State Guidelines and provides for the infusion of the following areas:

- career education
- global studies
- multi-cultural/non-sexist
- technology in the curriculum
- media/information skills
- guidance
- activity program
- higher order thinking skills (HOTS)

Also, policies and procedures for selection, replacement, gift acceptance, weeding and reconsideration of school media center and text materials are included to comply with Iowa Department of Education guidelines.

Special thanks to the writing committee, consultants, and their administrators for providing release time for them to work on this project. The committee members and consultants are listed in the Acknowledgement.

Garnet Brandt
Library Media Specialist

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STANDARDS

RATIONALE OF STANDARDS

The rationale and guidelines outlined in this document provide for the continued development of school library media programs to meet the needs of students in the twenty-first century. In our age of vast sources of information and communication, it is imperative that students learn the skills of locating, retrieving and understanding information.

These guidelines focus on the building-level library media specialist, who is responsible for an effective library media program. Library media specialists, teachers and administrators must plan together to provide a sound instructional program. The role and services of educators must be dynamic and pliable to adapt to the societal, economic, and technological demands on education. Since the library media program is central to the educational program, research skills should be taught in all disciplines in all grades. This document has outlined objectives to promote such a program.

NEW STANDARDS FOR IOWA SCHOOLS
CODE OF IOWA
Chapter 256
Department of Education

256.11 (9) To facilitate the implementation and economical operation of the educational program defined in subsections 4 and 6, each school offering any of grades seven through twelve, except a school which offers grades one through eight as an elementary school, shall have:

a. A qualified school media specialist who shall meet the certification and approval standards prescribed by the department and adequate media center facilities.

1) School media specialist. The media specialist may be employed on a part-time or full-time basis or may devote only part time to media service activities, according to the needs of the school and the availability of media personnel, as determined by the local board. The director shall recommend standards based upon the number of students in attendance, the nature of academic curriculum and other appropriate factors.

2) Organization and adequacy of collection. The media center shall be organized as a resource center of instructional material for the entire educational program. The number and kind of library and reference books, periodicals, newspapers, pamphlets, information files, audiovisual materials, and other learning aids shall be adequate for the number of pupils and the needs of instruction in all courses.

* * * * * * * * * * *

IOWA ADMINISTRATIVE CODE
CHAPTER 4
ACCREDITED SCHOOLS AND SCHOOL DISTRICTS

670-4.5 (22) School media center and required staff. The board shall establish and operate a media services program to support the total curriculum. Each attendance center shall have a media center except that attendance centers sharing a physical facility could have a single media center. The board shall adopt a policy and procedure for selection, replacement, gift acceptance, weeding, and reconsideration of school media center and text materials. The collection shall foster a nonsexist, multicultural approach for curriculum studies and individual interests. The budget for each media center shall include funds for replacing and updating materials.

Each media center shall be supervised by a qualified media specialist who works with students, teachers, and administrators. A full range of information sources, associated equipment, and services from the media center staff shall be available to students and the faculty. Each media center shall be accessible to students throughout the school day. The school or school district shall develop and implement a curriculum guide covering all grade levels operated for instruction and reinforcement of information search and media skills integrated with classroom instruction.

1988 LEGISLATIVE CHANGES TO SCHOOL STANDARDS

4.5(22) School Media Center and Staff--S.F. 2278--Delays effective date of standard until July 1, 1990 and provides for 1-year waiver until July 1, 1991.

SCHOOL MEDIA CENTER AND REQUIRED STAFF

12.5 (22). SCHOOL MEDIA CENTER AND REQUIRED STAFF. The board shall establish and operate a media service program to support the local curriculum. Each attendance center shall have a media center except that attendance centers sharing a physical facility could have a single media center. The board shall adopt a policy and procedure for selection, replacement, gift acceptance, weeding, and reconsideration of school media center and text materials. The collection shall foster a nonsexist, multicultural approach for curriculum studies and individual interests. The budget for each media center shall include funds for replacing and updating materials.

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COMMENT:

Creation of a media center to support the curriculum is necessary for each school. Housing materials and equipments only the beginning of properly serving needs of students. If they are to develop the skills needed in retrieval of knowledge, a program of instruction should be offered and taught.

EXAMPLES OF DOCUMENTATION:

Personnel file containing current certificate or a statement of professional recognition for all certificated media personnel.

Board policy.

Board procedures.

Media center(s).

QUESTIONS AND ANSWERS:

1. When is the media center required to be accessible for student use? Throughout the school day.

2. Can the Media Center be used for regularly scheduled classes? Yes, as long as the Media Center remains accessible to all students.

3. Will a librarian with a 34 endorsement suffice for a media specialist? Yes.

4. When does this standard take effect? Language included in Senate File 2278 enacted during the 1988 legislative session delays the effective date to July 1, 1990, and provides for a one-year waiver to July 1, 1991. The request for waiver must be made to the Department of Education by January 1, 1990, for the 1990-91 school year.

5. If a building houses grades K-12 with one media center for all students, must the media specialist have a K-12 endorsement? Yes.

Source: New Standards for Iowa's Schools - Guidelines for Interpretation-Oct. 1988.

SCHOOL MEDIA STANDARDS INTERPRETATION

S.1 The board shall establish and operate a media services program to support the total curriculum:

There should be a written mission statement, goals and objectives for the library media program that relate to the district's mission, goals and objectives.

There must be facilities, personnel, media collection, and budget to conduct a program.

S.2 Each attendance center shall have a media center except that attendance centers sharing a physical facility could have a single media center:

At least enough space should be allocated for the library media center reading-listening-viewing room for the largest class plus 5% of building enrollment.

There also should be enough space for production, processing, storage of materials and equipment, and work stations for staff.

The center should be accessible to handicapped students.

If two levels or schools (attendance centers) share a building and center, there should be some physical division of seating and collections.

The space should be adequate enough and flexible enough to provide for varied small group/large group activities to fit the curriculum and goals of the school.

The center should provide for utilization of current technology, e.g. computer and video.

Alternative schools and special education schools are also attendance centers whether operated by LEA's or AEA's.

S.3 & 4 The board shall adopt a policy and procedure for selection, replacement, gift acceptance, weeding, and reconsideration of school media center and text materials:

The collection shall foster a nonsexist, multicultural approach for curriculum units and individual interests.

Within the board adopted policy and procedures there should be identifiable sections dealing with selection, replacement, gift acceptance, weeding, copyright and reconsideration of school library media center and text materials. These should include selection criteria fostering a nonsexist, multicultural approach to collection development and textbook adoption. Selection decisions for media center materials are a cooperative activity between media specialist and.teachers.

S.5 The budget for each school media center shall include funds for replacing and updating materials:

The board shall adopt a replacement program for materials based upon consideration of department recommendations. The budget for replacement and update should provide funds for books, reference materials, periodicals, audiovisual materials, equipment and supplies. Replacement criteria should include consideration of currency of subject content, relevance to curriculum and student interests, and physical condition of the materials.

A random sample of either the collection or the circulation records indicating last checkout and publication date would indicate implementation of the weeding policy. Annual reports should indicate items added and items withdrawn. A minimum of 5% should be weeded and a minimum of 5% added in elementary, middle and junior high school centers. A minimum of 3% each in high school libraries. Higher percentages of up to 10% should be encouraged.

S.6 Each media center shall be supervised by a qualified school media specialist or librarian who works with students, teachers, and administrators:

A qualified media specialist shall hold the appropriate certificate and endorsement as defined in Certification Rules.

Works with students:
Implementation would be indicated by documented usage of school media center by individual students and classes when library media specialist is in attendance.

Contact time - face to face between students and media specialist.

Information skills and appreciation taught by media specialist as defined by district scope and sequence in team with teachers.

Works with teachers:
Meets and communicates with teacher on regular basis to plan effective use of media center and materials.
Cooperatively selects and supplies materials for preplanned teaching units
Cooperatively teaches appropriate library media and study skills services
Provides inservice to teachers programming related to library media services
Prepares bibliographies
Serves on curriculum committees - especially those considering new text adoptions
Previews materials
Seeks teacher involvement in materials selection
Catalogs or indexes all materials so that materials are easily accessible
Provides collection of professional materials
Serves as liaison with community information sources
Provides contacts for various information networks

Works with Administrators:
Prepares reports of appropriate library media center information
Plans for effective use of library media centers
Prepares library media center policy and procedure manual
Prepares budget requests
Prepares and forwards purchase requests for expenditure of library media budgeted funds
Plans for and expends special funds such as Title II
Develops and uses appropriate instruments for the evaluation of media center program and specialists
Plans for public relations - marketing campaign
Attends professional meetings
Supervises and evaluates library media center clerks/aides, student assistants, and volunteers
Controls and completes inventory of all learning materials and equipment
Plans and evaluates facilities

There should be a minimum of .5 FTE professional media specialists per center, or 1.0 FTE per district whichever is the larger number of professional media staff with a ratio as follows:

No. of Students	FTE Certificated Staff	FTE Support Staff
up to 250	.5	1.0
251-500	1.0	1.0
501-750	1.0	2.0
751-1000	1.5	2.0
1001-1250	1.5	3.0
1251-1500	2.0	3.0
1501-1750	2.0	3.5
1751-2000	2.5	3.5
2001-up	2.5	4.0

There should be a minimum of 1.0 FTE support staff per center.

S.7 A full range of information sources, associated equipment, and services from the media center staff shall be available to students and the faculty:

Plan for Progress, Phase I (latest edition) should be used to determine whether schools meet criteria.

S.8 Each media center shall be accessible to students throughout the school day:

The school day shall be interpreted as the hours professional staff are required to be present, including the lunch period. To meet this criteria the library media center should be open with appropriate adult staff for those hours. Accessibility is also related to a flexible school program which allows students to come to the library media center throughout the day on an individual need basis.

S.9 The school or school district shall develop and implement a curriculum guide covering all grade levels operated for instruction and reinforcement of information search and media skills integrated with classroom instruction:

The school district should base its curriculum guide on model guidelines such as the proposed State K-12 integrated library media skills curriculum model.

Subject area curriculum guides should incorporate the appropriate skills, providing for reinforcement related to the curriculum.

The following categories of skills and attitudes should include:

A. Identifying, locating, and gaining access to information and ideas in a variety of materials or sources.
   Representative skills might include:
   1. Realizing when information is needed.
   2. Finding physical location of materials in media center.
   3. Using catalogs, indexes or bibliographies for identifying and locating materials.
   4. Using appropriate manual and/or electronic search strategies.
   5. Securing information or materials from non-school sources.
   6. Identifying and using specific parts of materials, e.g., tables of contents, index, for locating information.
   7. Operating hardware or equipment necessary for accessing information in materials.

B. Evaluating information found in a variety of materials or sources.
   Representative skills might include:
   1. Analyzing messages conveyed in print, audio, or visual materials.
   2. Recognizing bias or prejudices in messages.
   3. Recognizing major arguments and supporting evidence.
   4. Identifying theme, plot, setting, characterization, etc.
   5. Selecting information that matches information need.

C. Using information to communicate ideas or results of investigations to a variety of audiences.
   Representative skills might include:
   1. Participating in book discussions, creative dramatics, puppet plays, etc.
   2. Producing materials, e.g., written projects, photographs, videotapes, books, drawings, etc.

D. Acquiring attitudes about locating, evaluating, and using information.
   Representative attitudes might be:
   1. Recognizing the value of information to the individual and to society.
   2. Understanding the rights and responsibilities of individuals and society.
   3. Recognizing the value of each medium and its unique features for communication of ideas and information.

Instruction would be joint responsibility of librarian and teacher(s).

ACTION PLAN

MEDIA SERVICES PROGRAM
ACTION PLAN

Name _____
School _____

Step No.	Action Step	Responsibility		Start Date			Completion Date			NTAEA Resources
		Ind.	Group	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	
	Write mission statement/philosophy (relate to district mission/ philosophy)									
	Write goals and objectives (relate to district goals & objectives)									
	Provide adequate facilities (reading-listening-viewing space, production & processing space, work stations for staff, handicapped accessibility, materials and equipment storage, full-day accessibility for all students, remodeling plans, etc.)									

MEDIA SERVICES PROGRAM
ACTION PLAN

Name _____
School _____

Step No.	Action Step	Responsibility		Start Date			Completion Date			NTAEA Resources
		Ind.	Group	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	
	Write policy/procedures for selection, replacement, gift acceptance, weeding, reconsideration of library media materials and textbooks									
	Prepare budget for replacement and update of materials, equipment and supplies									
	Provide qualified staff (certification requirements, support staff, credit courses needed, etc.)									

MEDIA SERVICES PROGRAM
ACTION PLAN

Name _____
School _____

Step No.	Action Step	Responsibility		Start Date			Completion Date			NTAEA Resources
		Ind.	Group	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	
	Plan for role change (teacher, information specialist, instructional consultant)									
	Check adequacy of materials collection, equipment, services									
	Develop curriculum guide (see Library Media Skills Curriculum Guide Action Plan)									
	Evaluate program and make appropriate changes									

LIBRARY MEDIA SKILLS

CURRICULUM GUIDE

Determine format

Develop philosophy statement

Write course rationale/description

Write general goals

Identify major concepts/topics/strands

Develop scope and sequence

Write specific objectives

Determine time allotments per unit

Describe instructional activities/procedures

Describe resources/materials

Determine evaluation procedure

Check for compliance
- .MCNS
- .Communications
- .Thinking skills
- .Technology
- .Career education
- .Global education

Develop suggestions for modification
- .Individual differences
- .At-risk students
- .Special education
- .Gifted and talented

Evaluate achievement of curriculum goals

Review goals, objectives, material

LIBRARY MEDIA SERVICES CURRICULUM GUIDE
ACTION PLAN

Name _____
School _____

Step No.	Action Step	Responsibility		Start Date			Completion Date			NTAEA Resources
		Ind.	Group	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	
	Determine format									
	Develop philosophy statement									
	Write course rationale/description									
	Write general goals									
	Identify major concepts/topics/strands									
	Develop scope and sequence									
	Write specific objectives									
	Identify critical objectives									
	Determine time allotments per unit									
	Describe instructional activities/ procedures									
	Describe resources/materials									

LIBRARY MEDIA SERVICES CURRICULUM GUIDE
ACTION PLAN

Name _____

School _____

Step No.	Action Step	Responsibility		Start Date			Completion Date			NTAEA Resources
		Ind.	Group	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	
	Determine evaluation procedures									
	Check for compliance *MCNS *Communications *Thinking skills *Technology *Career education *Global education									
	Develop suggestions for modification *Individual differences *At-risk students *Special education *Gifted and talented									
	Evaluate achievement of curriculum goals									
	Review goals, objectives, materials									

MEDIA SERVICES PROGRAM

Mission statement

Goals/objectives

Staffing

Role of the media specialist

- .Manager
- .Information specialist
- .Teacher
- .Instructional consultant

Curriculum guide

Facilities

Materials collection policy/procedure

- .Selection
- .Replacement
- .Gift acceptance
- .Weeding
- .Reconsideration of materials and textbooks

Equipment

Budget

Program evaluation/revision

Information Power
Preparing for the Planning Process

Before you begin the formal planning process with the teachers and administrators in your school, you need to do some preliminary thinking. Before you suggest planning, you need to have a clear idea of why you want to plan, what you hope to accomplish, what time line you have in mind. Further, you need to be able to convince others of the value of participating with you in this process to improve media services for your (their) school.

1. What is my mission? Jot down initial thoughts. (Brainstorm with yourself)

2. What are my purposes for planning? What do I want to accomplish?

3. What tangible products do I expect from our planning effort? How will the results be communicated? To which groups?

4. Who should be involved in the process?

   Name Reasons

5. Who can help me persuade these essential people to become involved in this planning process?

6. What do I expect from the planning committee members? What will be their specific responsibilities?

7. What criteria will we use to assess the effectiveness of the current library media program.?

8. Resources needed by planning committee members. List and arrange to provide them for the committee will before your initial meeting.

9. Time line: When will each phase of the process be completed?

10. How will the results of the planning process be evaluated? At what point? By whom?

11. After you have thought about and answered the previous questions, talk with your principal, identify a committee, invite committee to participate, arrange a time and place for your meeting, announce the meeting, gather needed resources, think about hospitality.

12. Before the first meeting, think about the following questions. Write down your ideas and think about an effective way to help the committee to reach the level of understanding in the planning process.

    Locate a copy of your school district mission or philosophy. Jot down ideas from that philosophy that will have an impact on the mission of the media program.

    Why does the media program exist?

    How does it contribute to student learning?

    How can it better contribute to student learning?

What are its unique responsibilities?

What are the roles of the library media specialist and how must they change?

What is the role of the classroom teacher and how must it change?

Record key words and phrases which arise from your answers to these questions.

Information Power Workshop
Planning Process

Initial meeting

1. Introduction. Welcome and general hospitality. You will host this event, preferably held in the media center. If you have good discussion leader skills, you will also conduct the discussion. If someone else in the group has better skills, recruit that person to serve as discussion leader. (Note: This person will have to have a good idea of what you want to accomplish and what a media program is).

2. Show EB **Information Power** video. Use other resources that you have to help stimulate discussion of the mission of the school library media program.

3. General discussion of the mission of a school library media program. Use the above questions to guide the committee's discussion. Using brain storming techniques, generate initial ideas from your planning committee. Ask the recorder to keep track of all the ideas for future reference. Review rules with the group.

4. Mission statement. If the ideas being generated seem to indicate that your committee is ready to draft a preliminary mission statement, begin that process. However, if the ideas being generated do not indicate that your committee has an idea of what an **Information Power** school library media program could be, suggest using some more resources to expand their vision. Perhaps a visit to an exemplary media program would provide additional information for them.

   DRAFT Mission Statement:

5. Review the accomplishments of the meeting. Outline the next steps in the process. Remind the committee of the time, date, and place of the next meeting. Provide additional resources or remind the committee of the resources they already have to review before the next meeting.

Second Meeting

1. Welcome. Review the last meeting. Provide copies of the draft mission statement. General discussion of the draft. Write the next draft. You will probably do several drafts during this meeting.

   REVISED Mission Statement:

2. When your mission statement has been accepted by the committee (and reflects your own idea of the mission of the media program), begin to develop goals and objectives.

3. Jot down key words from the mission statement. Using these words and phrases, prepare 2 or 3 goals that express your desired outcomes of the mission.

4. GOALS and OBJECTIVES

   Goal 1:

   Goal 2:

   Goal 3:

5. Summary of the accomplishments of the meeting. Outline of the next steps. Reminder of the date, time, and place of next meeting. Provide additional resources, if needed.

Third or Fourth Meeting

1. Review all that the committee has accomplished. Provide copies of the mission statement, and goal statements developed during the last meeting.

2. Develop two or three achievable steps that will move you toward the goal. These will become your objectives. Think about a reasonable time line--are the objective statements achievable within a semester, a school year? Did you describe observable actions so that you are able to evaluate?

3. **Goal 1:**

   Objective 1:

   Objective 2:

   Objective 3:

   Goal 2:

   Objective 1:

   Objective 2:

   Objective 3:

   Goal 3:

   Objective 1:

   Objective 2:

   Objective 3:

4. Conclude with a summary of what was accomplished and an outline of what will follow. Remind committee of date, time, and place of the next meeting. Before the next meeting, mail the copy of the action plan you develop to all committee members.

Fourth or Fifth Meeting

When you have completed this phase of your plan, you are ready to develop your action plan. You will provide the committee with a draft or a skeletal outline of an action plan. The committee will make suggestions to help you revise the plan. Use the forms provided to develop an action plan for each goal and objective you have identified.

1. Welcome. Review progress.

2. Introduce and discuss draft action plan. Revise as needed.

3. Discuss roles of others involved in carrying out the plan of action: teachers, administrator.

4. Determine the future of the committee.

5. Thank the participants.

Adopted from **A Planning Guide for Information Power**. AASL, 1988.

GROUP PROCESS HINTS

1. Why a formal group process - a vehicle to achieve a goal, and not and end in itself.

2. Involve all members of the group.

3. Have a clear idea of why you are going through the process and what you are going to do with the results. Keep the group reminded of the purpose also.

4. Process. The process you select is not as important as the techniques you employ as you use it. Any number of processes have been devised and are effective in helping individual reach a goal as a group.

   A. Design a process that will involve all members of the group.

   B. Questions

   Make sure the questions you use will get the information you need to make your decisions or write your document.

   Phrase the question so "yes" or "no" will not occur as an answer.

   Use leading questions.

   Test the questions with a small group before you go into action or consider the first group the test run. Revise as necessary.

5. Format

   A. Establish a time line and stick to it.

   B. Determine the maximum size group the leader can handle and subdivide, if necessary. Experienced group leaders can handle 50 or 60, but most leaders will be successful with 15-20 participants.

   C. Prepare the transparencies and collect all supplies early. Develop a kit containing all the needed materials and keep it packed and ready to go.

   D. Arrange for an overhead projector and screen wherever you are going. Supplies: questions, packets, transparencies, easel, newsprint, tape, marking pens, timepiece, participant list.

6. Locate the most qualified group leaders you have. Train, if necessary. Organization leaders are not necessarily the best group leaders.

7. Results - don't view the process as an end in itself. It is only a design to help the group reach a goal. Develop a plan of action, monitor the plan and get something done. Then, don't file the results and frustrate the participants.

ACTION PLAN WORKSHEET

GOAL # ___ _____

_____

OBJECTIVE # _____

_____

_____

PLAN OF ACTION (What is to be done)

_____

_____

ACTION STEPS (How it is to be done	RESOURCES NEEDED	INDIVIDUAL/GROUP RESPONSIBLE	TIME FRAME TO BEGIN	TIME FRAME TO END	MEASURE OF SUCCESS

INFORMATION POWER

Executive Summary

Professional standards for school libraries have traditionally provided a dynamic, positive force for change and have often shifted the direction of the profession. During the past decade, the proliferation of information resources and the development of new technologies have broadened and redefined the mission of the school library media program and the role of the school library media specialist. Information Power: Guidelines for School Library Media Programs, prepared by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT), provides a sound philosophical basis for the continued development of school library media programs to meet the needs of students in the twenty-first century.

Chapter I defines the mission of the school library media program and outlines the challenges that school library media specialists encounter in developing and implementing effective programs. The challenges include: the diversity of populations served, the need to provide both freedom and equity of access to information, the leadership role library media specialists must play in advancing the use of information and instructional technologies, the need to promote literacy and the enjoyment of reading, and the need to forge partnerships with organizations that can provide resources located outside of the school.

Chapter II provides a general description of the well-designed school library media program. This chapter outlines the media program's contribution to the educational process in the school and presents a picture of the broad range of activities and resources that comprise the program. The chapter also introduces the critical concept that an effective library media program is the result of a successful partnership that includes library media specialists, the principal, teachers, and students.

The responsibilities of school library media specialists, as information specialists, teachers, and instructional consultants, are delineated in **Chapter III**. Through these separate, but overlapping roles, library media specialists provide: access to ideas and information by assisting students and staff in identifying information resources and in interpreting and communicating intellectual content; formal and informal instruction in information skills, the production of materials, and the use of information and instructional technologies; and recommendations for instructional planning to individual teachers as well as assistance in school-wide planning of instructional activities.

In **Chapter IV**, leadership and management of the school library media program are discussed. Leadership is the crucial factor in creating a quality library media program that is an integral part of the school curriculum. The major components in managing the program, from planning and evaluation to fiscal management and staffing, are described. Responsibility for management is shared by the building-level library media specialists, the

principal, and the district library media director, with the head of the building library media program assuming a leading role in establishing and nurturing the administrative partnership. The chapter also details the importance of promoting the library media program within the school and to the community at large.

The success of any school library media program depends ultimately on the quality and number of personnel responsible for the program. **Chapter V** includes discussions of appropriate levels and patterns of staffing, qualifications of professional staff, functions and qualifications of support staff, the use of volunteer assistance, and the personnel evaluation process.

Chapter VI focuses on the necessary resources and equipment that enable media specialists to provide information to users. This chapter describes the scope of the on-site collection, the collection development process, the selection policy, and guidelines for the organization, maintenance, and circulation of the collection. The chapter concludes with a discussion of access to information beyond the school building.

The facilities that house the school library media collection are described in **Chapter VII**. The chapter includes discussions of the planning process for new or renovated facilities, describes the functions and spaces that must be incorporated in the school library media center, outlines appropriate designs, arrangements, and relationships of spaces in the center, and provides guidance in selecting equipment and furnishings. Finally, **Chapter VII** discusses factors to be considered in the facilities and space requirements of district library media centers.

The function of district, regional, and state library media programs is to support building-level programs. **Chapter VIII** provides an overview of the type of leadership and support services provided by district, regional, and state personnel.

Appendices to Information Power include quantitative data on high-service school library media programs collected by the U.S. Department of Education in 1985-1986; sample budget formulae for materials and equipment; library media facilities space recommendations; a bibliography of selected research on school library media programs; a list of key contributors; and a series of significant AASL and AECT policy statements.

PROFESSIONAL GROWTH INSERT

by Jean Donham, Co-Chair
Professional Growth Committee

Information Power, Guidelines for School Library Media Programs is stimulating us to rethink directions and emphasis in our profession. For years, we library media specialists have been discussing reading and writing about questions like who are we? How should we be trained? What is our role? What do our users want or need from us? What skills do we need? An answer to those questions comes to us in **Information Power**, a joint work of the American Association of School Librarians and the Association for Educational Communications and Technology.

We must remember that **Information Power** is not a set of standards in the classic sense, but rather, a set of guidelines. There are key concepts in the document which relate to the roles we play and issues of concern to us. Among those key concepts is the idea of partnerships. We are urged to work as partners with teacher, administrators, and students. Cooperative planning with the other actors in the education process is critical to creating a situation in which the library media program is not an adjunct to the educational program, but rather, a full participant. Goal-setting, planning for specific instruction, selecting materials, delivery of instruction, all become cooperative efforts between library media specialists and other educators working together. A concern raised by this issue of partnerships is once we library media specialist decide we are ready to work as partners, how can we engage principals and teachers to join us as partners? There is no simple answer to that question: each of us must look at what kind of outreach we can do to elicit partnering behavior from our colleagues. This may have to begin with information going to them. We can offer inservice, formal or informal, on what we have to offer to a partnership, on the very idea that we perceive our roles as partnerships, on the importance of students learning to access and evaluate information from a variety of sources. The **Information Power** videotape, available from Encyclopedia Britannica, may be useful as a medium for introducing our role to other educational professionals in our buildings and districts.

For many of us, the idea of the library media specialist as a partner represents a change in perspective or role. Perhaps, the library media specialist has been regarded as a "gopher" or a technician or a "special" teacher rather than a teammate. A book by Shirley Hord, **Taking Charge of Change**, available for $8.00 from ASCD, may be very useful reading for those of us trying to effect a change in the perception of our role. In it she describes stages of concern about change based on a Concerns Based Adoption Model. These stages of concern describe the concerns we all have when confronted with the possibility of change. We who are trying to instigate change may do well to consider these concerns and ask what can we do to overcome them.

Stages of Concern About Innovation

6 Refocusing: I have some ideas about something that would work even better.
5 Collaboration: I am concerned about relating what I am doing with what other instructors are doing.
4 Consequence: How is my use affecting kids?
3 Management: I seem to be spending all my time getting ready.
2 Personal: How will using it affect me?
1 Informational: I would like to know more about it.
0 Awareness: I am not concerned about this innovation.

If we are introducing partnerships between library media specialist and other educators as an innovation in our schools, we need to consider these likely concerns about that concept and respond to them. For example, to address the awareness level, we must first make our public aware that partnership is one of our role perceptions. Or, once teachers or principals reach the management concerns, we library media specialists must be prepared to allay concerns that partnership is going to take so much of their time that it is impossible or not worth the effort. Innovations can die at any level, so it is important that we are aware and prepared to address these concerns.

Another key idea in **Information Power** is the idea of resource sharing. This is partnership of another color. We are all aware of diminishing buying power and increasing demand. One solution is to increase out networking and sharing. We can all begin locally and then move beyond to community, area, and statewide sharing. While it is easy for us to turn inward and focus tightly on management of our own collection, that is not our best approach to meeting the needs of our clientele. Within districts, we need to be looking at inter-library loan- and systems to facilitate it - among schools. We also need to be looking at interlibrary loan and other resource sharing with our local public libraries. Features which enhance the capability to access various collections should be sought in automation systems, union catalog approaches, like Heartland AEA's current effort to provide access to collections of various districts using a CD-ROM-based catalog are not beyond our reach. In Iowa, where we have the advantage of the AEA structure to facilitate regional networking, we can be taking the idea of resource-sharing seriously. Each of us needs to be thinking in these terms rather than hoping for the elusive some day of big budgets again.

The distinction between physical and intellectual access to information is an interesting concept in **Information Power**. Physical access involves selection of materials, interlibrary loan operation of equipment needed for access on-line searching, in short, these are the tasks Loertscher might include in warehouse tasks in his Taxonomy of Involvement. Intellectual access involves learning activities which develop cognitive strategies of selecting, retrieving, analyzing, evaluating, synthesizing, and creating information. In thinking about intellectual access to information, we may want to review the information curriculum we are providing: are we teaching students how to physically access information, that is how to find it - or are we teaching students how to use it, how to glean from materials relevant data, how to evaluate and validate, how to synthesize? Teaching these skills ties together with the current trend in teaching thinking skills: it is a natural link to the direction classroom teachers are moving. Our state guidelines are directing all districts to have a K-12 library media skills program. As we develop those programs, let us concentrate on these intellectual access questions: What must be taught beyond how to find it and how can we participate as partners in that teaching?

Three roles are delineated for us in the **Information Power** document. Those roles are: teacher, information scientist, and consultant. In this year's issues of **The Media Message**, guest authors will be describing those three roles and describing the kinds of knowledge and skills we need to have in order to meet the demand effectively. If we believe that learning is a lifelong process for the students we are teaching we must believe that learning is a lifelong process for us as well. Our is a profession coming into its own in schools and in society as we more and more hear reference to the Information Age- that's us!

PROGRAM FOUNDATIONS

With special thanks to Raymond W. Barber and Judith K. Meyers who prepared this checklist for INFORMATION POWER: GUIDELINES FOR SCHOOL LIBRARY MEDIA PROGRAMS.

SUGGESTIONS FOR USING THE CHECKLIST

There are a number of ways in which this checklist may be used in implementing the guidelines for school library media programs.

As a starting point, the library media specialist may review the checklist and share it with the principal.

Together the principal and the library media specialist may plan how to use the checklist in development of the school library media program.

Possibilities include: (1) appointment of a special committee to assess the needs for school library media program development, (2) assignment to the standing school library media program advisory committee, or (3) participation of the entire staff.

The process should involve as many people as possible including the principal, teachers, students, parents, other community members and leaders, the district school library media director, and other district level administrators.

Selection of the implementation committee and its chair requires special thought. Often the library media specialist will assume the role as chair. A more powerful strategy may be the naming of a highly influential and creditable teacher, parent, or community member to chair the committee, with the library media specialist acting as resource person and/or secretary to the committee.

In some instances an inservice program on the guidelines may be developed. In others a series of meetings may be planned. In still others the study may be integrated into an established school improvement plan.

The rating scales are designed to help assess the current status of the program. After each of the components is rated, consensus should be reached on one or more priorities for development. Action plans should be outlined listing goals and objectives to be instituted in implementation of the program.

In developing goals and objectives for implementation it is prudent to make both short-range and long-range plans. The number of goals may need to be limited in the beginning to those which can reasonably be accomplished in a brief time frame. The more difficult goals may require several years for completion.

Precisely who should be involved at each point in the process, how long the process should take, what components of the program need to be addressed, and the nature of the plans developed through the process, will vary with each school.

Although the checklist has been designed for use at the building level, it may also be used in district, regional, and state planning as well as in library media education programs.

PROGRAM

0 = Nonexistent 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent	0	1	2	3	4
2.1 The school library media program plays a critical role in teaching and learning activities.					
The library media program is fully integrated into the curriculum, serving the school's educational goals and objectives by providing access to information and ideas for the entire school community.					
2.3 The principal, the library media specialist, teachers, and students work together to ensure that the program contributes fully to the educational process in the school.					
2.4 The library media program offers both traditional resources and new technologies as teaching and learning tools.					
2.5 The program is housed in a school library media center that provides adequate and appropriate space for all the resources and activities of the program.					
2.6 The library media center is convenient, comfortable, and aesthetically inviting.					

Priorities for development of the school library media program are:

1. _____

2. _____

3. _____

THE SCHOOL LIBRARY MEDIA SPECIALIST: ROLES AND RESPONSIBILITIES

0 = Nonexistent 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

Information Specialist

	0	1	2	3	4
3.1 Library media specialists make resources available to students and teachers through a systematically developed collection within the school and through access to resources outside the school.					
3.2 Access to the library media center collection is provided by an accurate and efficient retrieval system that uses the expanding searching capabilities of the computer.					
3.3 Students receive assistance in identifying, locating, and interpreting information housed in and outside the library media center.					
3.4 Students and teachers have access to the library media center and to qualified professional staff throughout the school day. Class visits are scheduled flexibly to encourage use at point of need.					
3.5 Policies and procedures ensure that access to information is not impeded by fees, loan restrictions, or online searching charges.					
3.6 Teachers, students, parents, and administrators are informed of new materials, equipment, and services that meet their information needs.					
3.7 Students at remote sites are provided with access to information.					
Teacher					
3.8 The information curriculum is taught as an integral part of the content and objectives of the school's curriculum.					
3.9 The information curriculum includes instruction in accessing, evaluating, and communicating information and in the production of media.					

	0	1	2	3	4
3.10 Library media specialist and teachers jointly plan, teach, and evaluate instruction in information access, use and communication skills.					
3.11 Assistance is provided in the use of technology to access information outside the library media center.					
3.12 Teachers and other adults are offered learning opportunities related to new technologies, use and production of a variety of media, and laws and policies regarding information.					
3.13 Library media specialists use a variety of instructional methods with different user groups and demonstrate the effective use of newer media and technologies.					
Instructional Consultant					
3.14 Library media specialists participate in building, district, department, and grade-level curriculum development and assessment projects on a regular basis.					
3.15 Library media specialists offer teachers assistance in using information resources, acquiring and assessing instructional materials, and incorporating information skills into the classroom curriculum.					
3.16 Library media specialists use a systematic instructional development process in working with teachers to improve instructional skills into the classroom curriculum.					
3.17 Library media specialists provide leadership in the assessment, evaluation, and implementation of information and instructional technologies.					

Priorities for development of the school library media specialist's roles and responsibilities are:

1. _____

2. _____

3. _____

LEADERSHIP, PLANNING, AND MANAGEMENT

0 = Nonexistent 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

	0	1	2	3	4
4.1 The mission, goals, and objectives of the library media program are clearly understood and fully supported by the administrative and educational staff, the students, and the community.					
4.2 Responsibility for leading and managing the library media program is shared equally by the head of the building program, the principal, and the district library media director, who must jointly develop library media goals, establish priorities, and allocate the resources necessary to accomplish the mission.					
4.3 Planning involves school and district library media program administrators, the library media staff, school administrators, teachers, students, and community members, as appropriate.					
4.4 As part of the planning process, the library media program is evaluated on a regular basis to review overall goals and objectives in relation to user and instructional needs and to assess the efficiency and effectiveness of specific activities.					
4.5 Program and personnel evaluations follow district-wide policies and procedures, focus on performance, and are based upon appropriately.					
4.6 The planning process results in periodic reports that emphasize and document progress toward stated goals and objectives.					
4.7 The library media specialist, the principal, and the district library media coordinator cooperatively plan the library media center budget.					
4.8 Sufficient funds are provided for the resources and services necessary to achieve the goals and objectives of the library media program.					
4.9 A qualified library media program staff is fundamental to the implementation of effective school library media programs at the school and district levels. The quality and size of the professional and support staff are directly related to the range and level of services provided.					

0	1	2	3	4

4.10 The selection, training, support, and evaluation of the library media staff are the key determinants in the success of the program.

4.11 The library media program is provided by library media personnel who demonstrate the importance of the library media program in education, maximize available services and resources to students and staff, serve on school and district-wide committees, and participate in community-wide projects.

Priorities for leadership, planning, and management are:

1. _____

2. _____

3. _____

PERSONNEL

0 = Nonexistent 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

	0	1	2	3	4
5.1 Each school, regardless of size or level, has at least one full-time library media specialist or more full-time as the need of the library media program within the building.					
5.2 Library media specialists are members of the school's instructional staff and participate fully in the planning, delivery, and evaluation of the school curriculum and of student learning activities.					
5.3 Library media specialists have master's level education with preparation in library and information science, management, education, media, communications theory, and technology.					
5.4 The library media staff includes one or more paid technicians, assistants, or clerks for each library media professional.					
5.5 The number of professional staff needed in any building is determined through an identified planning process, which takes into account program requirements, the number of students and teachers who are served, and other pertinent features of the school and the library media center itself.					
5.6 Library media personnel are available to teachers and students throughout the school day and do not have their time rigidly scheduled with classes.					
5.7 Library media specialists are evaluated at the building level through instruments which address their unique responsibilities and contributions according to established district practices for all professional personnel.					
5.8 Library media staff members have salary, fringe benefits, and working conditions equal to those of other staff members with comparable qualifications and responsibilities.					
5.9 The head of the library media program is accorded pay, responsibilities, and administrative standing commensurate with other leadership positions in the school and serves on the school curriculum or instructional body.					

	0	1	2	3	4
5.10 Library media specialists engage in continuing education activities to ensure that they are qualified to deliver library media programs that reflect the most recent developments in education technology, and information science.					
5.11 Leadership and coordination are provided at the district level by a library media specialist chosen on the basis of educational preparation, breadth of experience, and administrative qualifications.					

Priorities for school library media personnel are:

1. _____

2. _____

3. _____

RESOURCES AND EQUIPMENT

0 = Nonexistent 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

Scope of the Collection

	0	1	2	3	4
6.1 The library media center collection is selected and developed cooperatively by the library media specialist and the faculty to support the school's curriculum and to the learning goals of teachers and students.					
6.2 The library media center collection includes instructional resources in a variety of formats with appropriate equipment selected to meet the learning needs of all students.					
6.3 Information services provide resources from outside the library media center through interlibrary loan and electronic means to extend and expand the local collection.					

Collection Development

6.4 The school district has a selection policy that has been approved by the school board and includes criteria and procedures for the selection and reconsideration of resources.					
6.5 Each school building has its own collection development plan that supplements a district selection policy and provides specific guidelines for developing the school's collection.					
6.6 Instructional resources are selected according to principles of intellectual freedom, and provide students with access to information that represents diverse points of view in a pluralistic society.					

Organization, Maintenance, and Circulation

6.7 All materials are included in a local bibliographic control system and standardized formats for classification and cataloging are followed.					
6.8 Full automation of library circulation, cataloging, and acquisition functions is being actively planned and implemented.					

0	1	2	3	4

6.9 Collections and equipment are circulated according to procedures that ensure confidentiality of borrower records and promote free and easy access for all students.

Information Access beyond the School

6.10 The library media center provides access to information outside the center through union catalogs, network arrangements, and resource-sharing opinions.

6.11 District and regional level collections are available to support building-level information needs.

6.12 The building-level library media center participates in inter-library loans, as a lender as well as a borrower, according to established policies and procedures.

Priorities related to resources and equipment are:

1. _____

2. _____

3. _____

FACILITIES

0 = Nonexistent 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

School Building Facilities

	0	1	2	3	4
7.1 Facilities provide a barrier-free learning environment and unimpeded physical access for all users.					
7.2 Facilities have built-in flexibility, so that changing needs and newer information-handling technologies can be accommodated in the existing complex without extensive redesign.					
7.3 Facilities are located to provide easy access and encourage frequent use, allowing for traffic flow that minimizes interruptions and distractions.					
7.4 Facilities have a separate outside entrance and are located to make them readily accessible before, during, and after school hours and during vacation periods.					
7.5 Facilities provide a comfortable, efficient, and safe working environment for students, teachers, administrators, and library media staff.					
7.6 Facilities include adequate space for independently study, small and large group activities, reference service, manual and electronic access to the collection, circulation activities, and informal or recreational reading.					
7.7 Facilities have sufficient space to carry out the support functions (administrative, technical, and consultant) required in providing materials and services.					
7.8 Facilities have sufficient space for housing materials and the equipment required in production, for evaluation activities, and for the use of such materials and equipment.					
7.9 Facilities are functional in design and arrangement, aesthetically pleasing in appearing, convenient and comfortable to use.					
7.10 Facilities have the requisite natural and artificial lighting, acoustical treatment, and climate control for the comfort of the user and the preservation of materials and equipment.					

	0	1	2	3	4
7.11 Facilities are designed to provide the necessary electrical power, light control, circuit surge, telephone and intercommunication devices, sound control, lightning protection, and electronic capabilities required to meet the needs of a changing technological environment.					
7.12 Facilities are designed with attention to safety precautions such as fire preparedness, emergency exits, securely fastened equipment, and other safeguards that will minimize risk to students, faculty, and staff.					
7.13 Facilities provide for the unobtrusive security of materials and equipment during the school day and utilize additional electronic and other security measures during non-use hours.					
7.14 The size of the overall library media center and its spaces, and the relationship of those spaces to each other, help determine the number of library media staff needed to manage and supervise the center.					
District Library Media Facilities					
7.15 Functions and services are planned in relation to district goals and building-level programs.					
7.16 Library media personnel assigned to district library media facilities have adequate working space, sufficient equipment, and a pleasing environment.					

Priorities for the development of facilities are:

1. _____

2. _____

3. _____

PROGRAM MAPPING

LIBRARY MEDIA CENTER CURRICULUM MAPPING

PLEASE ANSWER THESE QUESTIONS ON THE BASIS OF YOUR STUDENTS' USE OF THIS YEAR OF THE LIBRARY MEDIA CENTER.

I. Given Systematic Learning Activities, Do You And Your Students:

Select materials appropriate to their ability level. ____Yes ___No

Select materials appropriate to academic or recreational needs. ___Yes ___No

Retrieve materials in a systematic and orderly manner. ___Yes ___No

Understand and follow the circulation procedure. ___Yes ___No

Analyze information. ___Yes ___No

Evaluate information. ___Yes ___No

Synthesize information. ___Yes ___No

Create information. ___Yes ___No

Comments:

II. Given A Systematically Organized Collection Of Diverse Learning Resources, Do You And Your Students:

Find materials at appropriate levels of difficulty. ___Yes ___No

Select appropriate communication formats. ___Yes ___No

Operate technological delivery systems. ___Yes ___No

Utilize information resources through inter-library loan. ___Yes ___No

Utilize information resources through on-line data bases. ___Yes ___No

Operate the equipment necessary to use the information in any format. ___Yes ___No

Comments:

III. Given The Learning Experiences To Encourage Users To Become Discriminating Consumers, Do You And Your Students:

Use a full range of communications media. ___Yes ___No

Be aware of the emerging information technologies. ___Yes ___No

Use available information technologies. ___Yes ___No

Create avenues of self-expression. ___Yes ___No

Comments:

IV. Given That The Media Center Program Provides Instruction And Assistance In The Use Of Information, Do You And Your Students:

Approach professional staff to procure materials and information both within and outside the media center. ___Yes ___No

Approach professional staff for assistance with instructional design. ___Yes ___No

Comments:

V. Given A Wide Range Of Resources And Activities, Do You And Your Students:

Develop the skills to become life-long learners. ___Yes ___No

Comments:

VI. Given A Library Media Center Facility That Functions As The Information Center Of The School, Do You And Your Students:

Find adequate information for integrated interdisciplinary learning. ___Yes ___No

Find materials appropriate to their learning level. ___Yes ___No

Participate in and promote learning activities. ___Yes ___No

Comments:

VII. Given That The Library Media Center Program Provides A Variety Of Resources And Learning Activities, Do You And Your Students:

Find materials representing a diversity of:

experiences.	___Yes	___No
opinions.	___Yes	___No
social perspectives.	___Yes	___No
cultural perspectives.	___Yes	___No

Find materials supporting intellectual freedom and access information. ___Yes ___No

Become effective and responsible citizens in the school community. ___Yes ___No

Comments:

VIII. Given Full Integration Of The Library Media Program Into The Total School Curriculum, District Level Personnel, Have Administrators, Teachers, And Parents, Become Partners With The Library Media Specialist? ___Yes ___No

Comments:

IX. Have You Sought Information About These Topics In This Library Media Center:

Higher Order Thinking Skills.	___Yes	___No
Career Education.	___Yes	___No
Human Development.	___Yes	___No
Communications Skills.	___Yes	___No

Did You Find Adequate Information On The Above Topic(s) Which You Sought? ___Yes ___No

Comments:

X. How Do You Use The Services Of The Library Media Center Program As You Implement Your Curriculum?

XI. How Much Time Do Your Students Spend In The Library?

_____ Time class spends as a complete unit in the library each month.

_____ Time individual student works on assignments each month.

_____ Time per month each student elects to spend in the library.

_____ Number of professional items (books and/or magazines) that circulate per month.

SERVICE PROGRAMS IN THE SCHOOL LIBRARY MEDIA CENTER

I. STAFFING

A. Full time equivalent certified professional staff per 500 students.

1. Recommended

	K - 6	7 - 8	9 - 12
*IOWA	1.0	1.0	1.0
*AASL	1.0	1.0	1.0

2. Our district

	K - 6	7 - 8	9 - 12
SCHOOL			
SCHOOL			
SCHOOL			

B. FTE non-professional staff per 500 students.

1. Recommended

	K - 6	7 - 8	9 - 12
*IOWA	1.0	1.0	1.0
*AASL	1.0	1.0	1.0

2. Our district

	K - 6	7 - 8	9 - 12
SCHOOL			
SCHOOL			
SCHOOL			

II. COLLECTION

A. Book titles per pupil.

1. Recommended

	K - 6	7 - 8	9 - 12
*IOWA	12	12	12
*BASIC	25	25	34

2. Our district

	K - 6	7 - 8	9 - 12
SCHOOL			
SCHOOL			
SCHOOL			

B. [illegible]

1. [illegible]

	K - 6	7 - 8	9 - 12
*IOWA	38	81	186
*BASIC	37	57	97

2. Our district

	K - 6	7 - 8	9 - 12
SCHOOL			
SCHOOL			
SCHOOL			

C. Total books held.

1. Recommended

	K - 6	7 - 8	9 - 12
*IOWA	6,000	8,000	8,000
*BASIC	5,000	10,000	10,000

2. Our district
*These figures reflect numbers maintained in building level collection plus items borrowed from Southern Prairie AEA Media Division and other regional collections.

SCHOOL

K - 6	7 - 8	9 - 12

SCHOOL

K - 6	7 - 8	9 - 12

SCHOOL

K - 6	7 - 8	9 - 12

III. [illegible]

A. [illegible]

1. [illegible]
*IOWA

K - 6	7 - 8	9 - 12
Square feet for [illegible] — 30 people	Square feet for [illegible] — 30 people	Square feet for [illegible] — 30 people

*ABAS

K - 6	7 - 8	9 - 12
50 seats	72 seats	79 seats

2. Our district
SCHOOL

K - 6	7 - 8	9 - 12

SCHOOL

K - 6	7 - 8	9 - 12

SCHOOL

K - 6	7 - 8	9 - 12

B. Floor space.

1. Recommended
*IOWA

K - 6	7 - 8	9 - 12

Room to house collection — plus adequate space for storage and production.

*ABAS

K - 6	7 - 8	9 - 12
2,320 sq. ft.	3,200 sq. ft.	3,825 sq. ft.

2. Our district
SCHOOL

K - 6	7 - 8	9 - 12

SCHOOL

K - 6	7 - 8	9 - 12

SCHOOL

K - 6	7 - 8	9 - 12

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]	[redacted]	[redacted]

[redacted]

[redacted]

K - 6	7 - 8	9 - 12

SCHOOL

K - 6	7 - 8	9 - 12

SCHOOL

K - 6	7 - 8	9 - 12

V. PROFESSIONAL COLLECTION

A. Books

1. Recommended

	K - 6	7 - 8	9 - 12
*IOWA	75	75	75
*AASL	NA	NA	NA

[redacted]

2. Our district
SCHOOL

K - 6	7 - 8	9 - 12

SCHOOL

K - 6	7 - 8	9 - 12

SCHOOL

K - 6	7 - 8	9 - 12

[redacted]

[redacted]

K - 6	7 - 8	9 - 12
10	10	10

[redacted]

K - 6	7 - 8	9 - 12
NA	NA	NA

[redacted]

K - 6	7 - 8	9 - 12

[redacted]

K - 6	7 - 8	9 - 12

[redacted]

K - 6	7 - 8	9 - 12

This SPAEA procedural curriculum guide is to serve as a model. A local curriculum should reflect the specific needs/goals of that district.

LIBRARY CURRICULUM K-12 - SPAEA MODEL

MISSION STATEMENT: The mission of the library media program is to ensure that students and staff are effective, confident users of ideas and information.

PHILOSOPHY OR RATIONALE: The library media center philosophy reflects the educational philosophy of the school district by providing intellectual and physical access to materials in all formats; by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas; and by working with other educators to design learning strategies to meet the needs of individual students.

GOALS:

1. The Library Media Center Program will provide intellectual access to information.
2. The Library Media Center Program will provide physical access to information.
3. Learning experiences that encourage users to become discriminating consumers and skilled creators of information will be provided by the Library Media Center Program.
4. The Library Media Center Program will provide leadership, instruction, and consulting assistance in the use of instructional and information technology.
5. Resources and activities that contribute to lifelong learning will be provided through the Library Media Center Program.
6. The Library Media Center Program will provide a facility that functions as the information center of the school.
7. The Library Media Center Program will provide a variety of resources and learning activities for teachers and students.
8. Full integration of the Library Media Center Program into the curriculum will be provided through a partnership among the library media specialist, district level personnel, administrators, teachers, and parents.

SPAEA Model Curriculum Objectives

OBJECTIVES:

I. Given systematic learning activities, students will:

1.1 Select materials appropriate to their ability level.
1.2 Select materials appropriate to academic or recreational needs.
1.3 Retrieve materials in a systematic and orderly manner.
1.4 Understand and follow the circulation procedure.
1.5 Analyze information.
1.6 Synthesize information.
1.7 Evaluate information.
1.8 Create information.

II. Given a systematically organized collection of diverse learning resources, students will:

2.1 Find materials at appropriate levels of difficulty.
2.2 Select appropriate communication formats.
2.3 Operate technological delivery systems.
2.4 Utilize information resources through inter-library loan.
2.5 Utilize information resources through on-line data bases.
2.6 Operate the equipment necessary to use the information in any format

III. Given the learning experiences to encourage users to become discriminating consumers, students will:

3.1 Use a full range of communications media.
3.2 Be aware of the emerging information technologies.
3.3 Use available information technologies.
3.4 Create avenues of self-expression.

IV. Given that the Media Center Program provides instruction and assistance in the use of information, users will:

4.1 Approach professional staff to procure materials and information both within and outside the Media Center.
4.2 Approach professional staff for assistance with instructional design.

V. Given a wide range of resources and activities, users will:

5.1 Develop the skills to become life-long learners.

VI. Given a Library Media Center facility that functions as the information center of the school, users will:

6.1 Find adequate information for integrated interdisciplinary learning.
6.2 Find materials appropriate to their learning level.
6.3 Participate in and promote learning activities.

VII. Given that the Library Media Center Program provides a variety of resources and learning activities, users will:

7.1 Find materials representing a diversity:
a) of experiences.
b) of opinions.
c) of social perspectives.
d) of cultural perspectives.

7.2 Find materials supporting intellectual freedom and will access that information.

7.3 Become effective and responsible citizens in the school community.

VIII. Given full integration of the Library Media Program into the total school curriculum, district level personnel, administrators, teachers, and parents, will become partners with the library media specialist.

These model goals and objectives serve as the structure of the SPAEA Media Curriculum Guide. Following are pilot strategies for implementation of the curriculum. Users of the SPAEA Curriculum Guide are advised to use this process and to draft strategies to meet their Districts' announced curriculum goals and long-range plans.

PROCEDURAL GUIDE

PROCEDURAL GUIDE

The following procedural guide provides a model for the development of teaching/learning activities and evaluation which give life to the goals and objectives of the curriculum structure. While activities will vary even as goals and objectives vary among many school districts, there are several unifying factors to be considered in the development of these activities.

1) Within the K-12 scope and sequence of this curriculum guide, the following areas have been infused:

   a) Communication
   b) Learning Skills
   c) HOTS
   d) Career Education
   e) Global Education
   f) Technology
   g) MCNC
   h) Human Growth and Development

2) Within the K-12 scope and sequence of this curriculum guide, the following special populations have been considered:

   a) Special Education
   b) Gifted and Talented
   c) At-Risk

3) Within the K-12 Scope and Sequence has the structured sequence of learning activities has shown concern for:

   a) Cross discipline applications for the school library media center.
   b) Appropriate learning levels of developing users.

4) Within the K-12 Media Curriculum Guide, the teaching/learning activties provide the appropriate opportunities for the professional school library media specialist to function as a member of the instructional team.

I. 1. Objective: Students will select materials appropriate to their ability level.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will locate the easy reading section of the library.	Library/Media Specialist will show students location of "E" section of library.	"E": controlled reading level material.	Primary students go to the easy section of the library to locate books.
Intermediate			
Students will select books suitable for their reading level.	Help students locate biographies in "B" section of collection.	Biographies of American colonial reading.	Intermediate students will, if asked, be able to read aloud from their selected book with fewer than five unknown words per page.
Junior High			
Students will select materials suitable to task within their reading range.	Help student locate science video shelved in 500's.	Iowa Wildlife Series, Iowa Public Television	Junior high students will demonstrate their ability to select appropriate materials through goal attainment.
Senior High			
Students will use library independently for individualized reading activities in the areas of interest and authors.	Help students locate novels in "Fiction" section of collection, alphabetized by author.	Joyce Carol Oates, J. D. Salinger, Stephen King, and John Updike.	Senior high students will demonstrate their ability to select appropriate materials through goal attainment.

I. 2. Objective: Select materials appropriate to academic or recreational needs.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will distinguish between fiction and non-fiction materials.	Library/Media Specialist demontrates documented research about rabbits and fiction-alized account of PETER RABBIT.	Encyclopedia of Animals and Tale of Peter Rabbit.	Primary students will complete worksheets and discuss their knowledge of the difference between fiction and non-fiction.
Intermediate			
Students identify the various kinds of fiction and non-fiction books.	Library/Media Specialist points out location and characteristics of mythology and folklore.	Adaptations of stories of mythology; Paul Bunyan and Pecos Bill.	Intermediate students will complete worksheets, discuss the various fiction and non-fiction categories, and be able to select books in the various categories from the shelves.
Junior High			
Students will be able to select the appropriate reference materials to complete a task.	Library/Media Specialist will introduce and analyze reference collection including Reader's Guide to Periodical Literature.	Special dictionaries, handbooks, guides, and general encyclopedias.	Junior high students will answer reference questions correctly.
Senior High			
Students will be able to select and use library sources independently.	Library/Media Specialist will teach Infotrac, Laser disk search.	Magazine collection.	Senior high students will use library sources independently to complete assigned tasks.

I. 3. Objective: Retrieve materials in a systematic and orderly manner.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will demonstrate respect for library materials.	Library/Media Specialist will demonstrate how to handle a book and conduct themselves while in Library Media Center.	Bulletin board display and live demonstration.	The teacher observes how well primary students take care of library materials.
Intermediate			
Students will return library materials as instructed.	Library/Media Specialist will inform students of loan periods for various materials.	Magazines, books, media.	The teacher observes intermediate students returning materials to the library media center.
Junior High			
Students will be able to retrieve materials according to the location number on the materials.	Library/Media Specialist will explain detailed subdivision of Dewey Decimal Classification System.	U.S. History is 973. Detailed subdivisions are indicated by decimal numbers. Example: Center in the Civil War in the Indian Wars.	Junior high students will be observed as to how well they retrieve materials to complete the assigned task.
Senior High			
Students will be able to retrieve materials according to the location number on the materials.	Library/Media Specialist will explain multiple locations of information.	"Marriage:" philosophy of marriage in 100's; morality of marriage is located in 200's, social aspects of marriage is located in 300's, etc.	Senior high students will be observed as to how well they retrieve materials to complete the assigned task.

I. 4. Objective: Students will understand and follow the circulation procedure.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will be able to properly check-out materials, and know where and when to return them.	Library/Media Specialist will explain check-out proce-dures and length of loan period.	Simulate check-out of materials.	Students in the primary grades will properly check-out library books, and know where to return them when due.
Intermediate			
Students know which materials may be taken from the library media center, and when and where they are to be returned.	Library/Media Specialist points out materials which do not follow the regular check-out patterns.	Magazines, reference materials and special books.	The teacher observes that the intermediate students understand which materials may be checked-out of the library media center, and where and when to return them.
Junior High			
Students will understand and follow the overdue procedure.	Library/Media Specialist explains importance of returning materials by due dates.	Annual report of numbers of books lost during previous year.	Students will return books on time in junior high.
Senior High			
Students will recognize that various types of materials have various loan periods.	Library/Media Specialist reaffirms loan periods of various formats.	Computer disks, audiocassettes, art prints, and video cassettes.	Senior high students will return materials on time.

I. 5. Objective: Students will analyze information.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will be able to compare two items on the same subject.	Library/Media Specialist reads a book and shows film version of same story.	CORDUROY	Students will complete a worksheet comparing two items on the same subject, in the primary grades.
Intermediate			
Student will be able to compare print and non-print versions of the same story.	Library/Media Specialist will explain documentary importance of each medium.	Colonial history and art print of "Washington Crossing the Delaware."	Intermediate students will discuss and dramatize and dramatize the comparisons between print and non-print versions of a story.
Junior High			
Students will compare information from a variety of sources.	Library/Media Specialist explains primary and secondary sources.	Collection of samples of primary and secondary source materials.	Junior high students will develop a working bibliography, distinguishing primary and secondary sources.
Senior High			
Students will distinguish and will compare information from primary and secondary sources.	Library/Media Specialist elaborates on the variety of available primary sources.	Tape recorders from Media Center and local newspaper file.	Senior high students will develop a working bibliography, distinguishing primary and secondary sources.

I. 6. Objective: Students will be able to evaluate information.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will decide which statements are true about a story.	Library/Media Specialist will explain how descriptive words should be correct.	Model description of classroom compared to actual.	Primary students will complete worksheets determining what's true about a story.
Intermediate			
Students will verify factual statements.	Library/Media Specialist will suggest objective measurements for description of classroom.	Yardstick, color chart and furniture catalog.	Intermediate students will complete worksheets verifying factual statements.
Junior High			
Students will debate a factual topic.	Library/Media Specialist will explain that the use of debate provides mental measures of accuracy.	Information to debate the topic that: "jogging is less beneficial than walking as an exercise."	Junior high students will be evaluated through their debate.
Senior High			
Students will critique a source of information on a particular topic.	Library/Media Specialist will define "critique" and its function.	Current issue of NEWSWEEK with article on technology.	Senior high students will have to write their critique of a source.

I. 7. Students will be able to synthesize information.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will tell stories from a picture.	Library/Media Specialist will encourage students to create a story based on a picture.	Illustrations from WHERE THE WILD THINGS ARE.	Primary students will applaud each other on their stories.
Intermediate			
Students will role-play a story or section of a book.	Libary Media Specialist explains that characters in a story have lives beyond the story.	CINDERELLA. Students could role-play Cinderella in today's setting.	Intermediate students will applaud each other on their plays.
Junior High			
Students will compose literary pieces.	Library/Media Specialist will introduce a variety of types of literary pieces.	Display of literary types found in media center.	Junior high students will have their writing evaluated by the teacher.
Senior High			
Students will design a media presentation.	Library/Media Specialist will remind students that ideas are the treasure of the Library Media Center.	Blank videotapes and cameras. VCR's and monitors.	Senior high students will have their media presentations evaluated by peers and teachers.

I. 8. Objective: Student will create information.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will record a personal experience, on audio tape.	Library/Media Specialist will demonstrate proper use of cassette player.	Cassette player and blank cassette.	Teacher or class will listen to primary students' audio tape.
Intermediate			
Students will create an alternative ending for a book or story.	Library/Media Specialist will suggest that there are many endings possible for a story.	Iowa Public Television series: Growing Up/Growing Older, computer with word processing group.	Intermediate students will be evaluated by their peers and the teacher.
Junior High			
Students will role-play a famous person's life.	Library/Media Specialist will explain the role of heroes and heroines.	Biography section of library.	Junior high students will be evaluated by peers and the teacher.
Senior High			
Students will produce a videotape presentation farm information gained through interviews.	Library/Media Specialist will demonstrate use of video camera and recorder.	Film, camera and talent.	Senior high students will be evaluated by peers and the teacher.

II. 1. Objective: Students will find materials at appropriate levels of difficulty.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will be able to locate materials on the library shelves from the spine label.	Library/Media Specialist will conduct tour of Library Media Center.	Resources: "E" section.	Primary students will find books.
Intermediate			
Students will use the card catalog to locate materials.	Library/Media Specialist will explain relationship of card catalog and materials on shelves of Library Media Center.	Diagram of classification areas.	Intermediate students will complete worksheets demonstrating their knowledge of the card catalog. They will go from the card catalog to the shelf to find materials.
Junior High			
Students will be able to apply the knowledge of the Dewey Decimal Classification System to select and find appropriate materials.	Library/Media Specialist will answer questions about classification of material.	List of research topics assigned by classroom teacher.	Junior high students will continue to develop facility in use of Dewey Decimal Classification.
Senior High			
Students will learn the process of locating specialized reference materials.	Library/Media Specialist will explain how to access material not housed in school media center.	Infotrac. On-line Data Base Search, other indices.	Senior high students will answer a reference question.

II. 2. Objective: Students will select appropriate communication formats.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will identify various media formats.	Library/Media Specialist will point out the variety of formats available.	Samples of various formats.	Primary students will identify various media formats by pointing to them.
Intermediate			
Students will learn to interpret maps.	Library/Media Specialist will demonstrate various ways to use maps.	Globe, atlas, topographical, Mercator projection.	Intermediate students locate specific places on maps.
Junior High			
Students will create charts /graphs from given information.	Library/Media Specialist will display samples of charts and graphs.	Computer and data base to create charts and graphs.	Junior high students' charts/graphs will be teacher evaluated.
Senior High			
Students will read, analyze and critique an assigned graph.	Media Specialist reminds students of the importance of correct informational appropriately display.	Raw data from which graph is derived.	Senior high students' written critique will be teacher evaluated.

II. 3. Objective: Students will operate technological delivery systems.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will operate technological delivery systems available for their grade level.	Library/Media Specialist will instruct students on proper use and care of tape recorder.	Tape recorder.	Students will operate tape recorder.
Intermediate			
Students will operate technological delivery systems available for their grade level.	Library/Media Specialist will instruct students on proper use of videotape deck and monitor.	Video cassette player and monitor.	Students will operate videotape deck and monitor.
Junior High			
Students will operate technological delivery systems available for their grade level.	Library/Media Specialist will instruct students on proper use and care of video cameras.	Video camera and film.	Students will operate video cameras.
Senior High			
Students will operate technological delivery systems available for their grade level.	Library/Media Specialist will instruct students on proper use and care of 35mm camera.	35mm cameras and film.	Students will operate 35mm camera.

II. 4. Objective: Students will utilize information resources through inter-library loan.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will realize that materials come from other sources.	Library/Media Specialist will point out materials borrowed from AEA Media Center.	AEA Media Center material and canvass bag.	Primary students discuss various sources.
Intermediate			
Students will order or request material from the AEA Media Center	Library/Media Specialist will instruct students to use the AEA Media Catalogs.	AEA Media Catalogs.	Students in grades 4-8 fill out request forms for inter-library loan.
Junior High			
Students will utilize the Union Catalog, through the Library Media Center or public library.	Library/Media Specialist will instruct students concerning retrieval of magazine articles beyond the building collection.	Union List or Magazine Collection.	Students in grades 4-8 fill out request forms for inter-library loan.
Senior High			
Students will instigate or request an inter-library loan, through the public library.	Library/Media Specialist will instruct students on procedures for inter-library loan.	Written sheet of procedures.	Senior high students fill out request forms for inter-library loan.

II. 5. Objective: Students will utilize information resources through on-line data bases.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Intermediate			
Junior High			
Students will utilize CD-ROM (Info-Trac).	Library/Media Specialist will demonstrate uses for Info-Trac.	Catalog of descriptors, CD-ROM.	Junior high students will locate materials through Info-Trac.
Senior High			
Students will pursue an on-line search.	Help students with specific topic and research techniques.	Hardware and software for on-line searching.	Senior high students will produce a hard copy of the results of their on-line search.

II. 6. Objective: Students will operate the equipment necessary to use the information in any format.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
As students show a need to use other media, they will be able to use and operate the equipment correctly.	Library/Media Specialist will demonstrate use of record player.	Folksong records and record player.	Students operate record player for P. E. class.
Intermediate			
As students show a need to use other media, they will be able to use and operate the equipment correctly.	Library/Media Specialist will demonstrate use of filmstrip projector.	Filmstrip projector and filmstrip about careers.	Students operate filmstrip projector for career information.
Junior High			
As students show a need to use other media, they will be able to use and operate the equipment correctly.	Library/Media Specialist will demonstrate use of microfilm reader.	Microfilm reader and New York Times Civil War Collection.	Student operates microfilm reader for social studies information.
Senior High			
As students show a need to use other media, they will be able to use and operate the equipment correctly.	Library/Media Specialist demonstrates use of microfiche reader and discusses access to research on microfiche.	Microfiche: INFORMS-ERIC data base and microfiche reader.	Students operate microfiche reader for research on the environment.

III. 1. Objective: Students will use a full range of communications media.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will use a variety of communications.	Library/Media Specialist will demonstrate use of phone for emergency purposes.	Film on "Use of Phone in Emergencies," demo phones, wallet-sized cards of emergency phone numbers.	Student can simulate appropriate action.
Intermediate			
Students will use a variety of communications.	Library/Media Specialist will identify sites of potential pen pals on international scope.	Approved list of pen pal names and addresses; atlases and gazetteers.	Evidence of letter exchange.
Junior High			
Students will use a variety of communications.	Library/Media Specialist will demonstrate use of titles, sound and editing techniques for video productions.	Camcorder, editing equipment, and film.	Viewing final product of spring musical production.
Senior High			
Students will use a variety of communications.	Library/Media Specialist will demonstrate use of computer networking.	Computer, modem, and software, i.e., the Iowa Science Network.	Students share research data.

III. 2. Objective: Students will be aware of the emerging information technologies.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will develop an awareness of emerging information technologies.	Library/Media Specialist will reinforce "Sesame Street" as a source of information.	Sesame Street video-cassette and Big Bird poster.	Students discuss Sesame Street and what they have learned.
Intermediate			
Students will develop an awareness of emerging information technologies.	Library/Media Specialist will list books/tapes in collection which reinforce Mr. Science Programs.	Bibliography of materials for Mr. Science Programs.	Students utilize support materials.
Junior High			
Students will develop an awareness of emerging information technologies.	Library/Media Specialist demonstrates use of CD-ROM to find format for business letter.	CD-ROM.	Students use CD-ROM for model business letter.
Senior High			
Students will develop an awareness of emerging information technologies.	Library/Media Specialist demonstrates use of electronic bulletin board.	State legislative update on electronics bulletin board.	Students use electronic bulletin board.

III. 3. Objective: Students will use available information technologies.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will be able to use information technologies available at their level.	Library/Media Specialist introduce magazines as a source of information.	Ranger Rick.	Students use magazines as source of information on nature studies.
Intermediate			
Students will be able to use information technologies available at their level.	Library/Media Specialist explains use of general encyclopedias emphasizing use of index.	Encyclopedias.	Students use encyclopedias.
Junior High			
Students will be able to use information technologies available at their level.	Library/Media Specialist presents special dictionaries and handbooks.	Reference Collection.	Students use reference collection for research project.
Senior High			
Students will be able to use information technologies available at their level.	Library/Media Specialist introduces vertical file and other sources of information for contemporary interests.	Vertical File, SIRS, etc.	Students learn to use vertical file and other sources.

III. 4. Objective: Students will create avenues of self-expression.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will use a tape recorder to do an interview.	Library/Media Specialist will instruct students on preparation for an interview.	Tape recorder, note cards, and set of questions.	Primary students will be evaluated by their peers.
Intermediate			
Students will make story books to read to the lower grades.	Library/Media Specialist will display outstanding examples of children's literature illustrations.	Displays of Caldecott and Newbery Award books.	Intermediate students will have peer and teacher evaluation.
Junior High			
Students will design a filmstrip.	Library/Media Specialist will instruct students to design and layout a filmstrip program.	Filmstrip kit.	Junior high products will be teacher evaluated.
Senior High			
Students will produce a videotape program including producing, editing, etc.	Library/Media Specialist will teach the skills of adding sound and voice-over to a video program.	Soundtracks and taped program.	Senior high products will be teacher evaluated.

IV. 1. Objective: Users will approach professional staff to procure materials and information both within and outside the media center.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
K-12 and adult users will identify the professional Library/Media Specialist as an important resource.	Library/Media Specialist will introduce self as a community helper.	Highlight services on Library Media Month in Library Media Center.	Requesting reading guidance.
Intermediate			
K-12 and adult users will identify the professional Library Media Specialist as an important resource.	Library/Media Specialist gives students a handout during first week of school.	"Just ask me," bookmarker to be given during September.	Asking for assistance in answering research questions.
Junior High			
K-12 and adult users will identify the professional Library Media Specialist as an important resource.	Library/Media Specialist provides addresses for embassies and consuls to obtain current information.	Addresses of embassies and consuls.	Seeking help in locating materials and information.
Senior High			
K-12 and adult users will identify the professional media specialist as an important resource.	Library/Media Specialist encourages a cadre of especially proficient users of equipment.	User guidelines.	Requesting instruction in equipment utilization.

IV. 2. Objective: School personnel will approach professional staff for assistance with instructional design.

	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
STAFF MEMBERS	Library/Media Specialists will be included on various curriculum committees, K-12.	Collection of sample curriculum guidelines and state standards.	Library/Media Specialist attends curriculum meetings.
STAFF MEMBERS	Teachers will consult with the media specialist in planning instructional activities.		

V. 1. Objective: Users will develop the skills to become life long learners.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will identify favorite authors.	Library Media Specialist will conduct regularly scheduled storyhours and will highlight famous authors.	Books for storyhours.	Primary students will be able to discuss with the teacher favorite authors and the books they have written.
Intermediate			
Students will become familiar with award winning books, films, and other types of media.	Library Media Specialist will provide booktalks and movie reviews on award winning materials.	Books from Iowa Children's Choice Award masterlist and other awards.	Intermediate students will take part in the Iowa Children's Choice Award, and be familiar with the Newberry and Caldecott lists.
Junior High			
Students will compose their list of all time favorite, books and/or other forms of media.	Library Media Specialist instructs students on writing annotations.	Samples of annotations.	Junior high students will share their lists with the class.
Senior High			
Students are familiar with alternative library arrangements.	Library Media Specialist will describe the setting and procedures of other libraries.	Handouts from nearby public or college libraries.	Senior high students discuss various types of libraries and their arrangements.

VI. 1. Objective: Users will find adequate information for integrated interdisciplinary learning.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Users will find information in all curriculum areas, K-12.	Library/Media Specialist will direct students to patterns for holiday decorations.	Arts and crafts books.	Students use books to make decorations.
Intermediate			
Users will find information in all curriculum areas, K-12.	Library/Media Specialist will direct students to arts and crafts and science sections of library.	Arts and crafts books and dinosaur books.	Students make science projects.
Junior High			
Users will find information in all curriculum areas, K-12.	Library/Media Specialist will direct students to ethnic cookbooks.	Ethnic cookbook.	Students locate recipes for Danish cake.
Senior High			
Users will find information in all curriculum areas, K-12.	Library/Media Specialist will outline approaches to interdisciplinary media searches.	Bibliography of materials available about a selected research topic.	Students use card catalog, using subject headings as source of entry.

VI. 2. Objective: Users will find materials appropriate to their learning level.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Users will find materials available at all levels of learning, K-12 and adult.	Library/Media Specialist locates "easy" books.	Special section of easy books.	Beginning readers volunteer to read for enjoyment.
Intermediate			
Users will find materials available at all levels of learning, K-12 and adult.	Library/Media Specialist shows students how to "skim" reading.	Printed suggestions for skimming.	Students select books which meet their needs.
Junior High			
Users will find materials available at all levels of learning, K-12 and adult.	Library/Media Specialist presents a list of "Who Am I" self-esteem books.	Human development booklists.	Students come to media center for human development information.
Senior High			
Users will find materials available at all levels of learning, K-12 and adult.	Library/Media Specialist introduces GREAT BOOKS.	GREAT BOOKS chart.	Students increase use of GREAT BOOKS.

VI. 3. Objective: Users will participate in and promote learning activities

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Student will listen to stories.	Library/Media Specialist will discuss how "listeners" behave.	A storyteller or storybook.	Primary students will discuss how well they listened to the story.
Intermediate			
Students have an opportunity to work in the library, as student library assistants.	Library/Media Specialist will list opportunities for volunteer activities.	List of tasks schedule.	Intermediate students will be evaluated as to how well they serve as library assistants.
Junior High			
Students will host a visiting author.	Library/Media Specialist will list possible authors to invite.	Invitations guest list and organization sheet.	Junior high students will be evaluated as to how well they planned and coordinated the author's visit.
Senior High			
Students will produce and design a library orientation program slide/video or video.	Library/Media Specialist will organize the program.	Video and videotape.	Senior high students will be evaluated as to how well the presentation was done.

VII. 1. Objective: Users will find materials representing a diversity of experiences.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will be exposed to materials which will expand their experiences. (Example: A visit to the zoo.)	Library/Media Specialist will provide material to prepare students for a field trip to the zoos.	Books and media about zoo.	Class discussion or demonstration of these activities K-12.
Intermediate			
Students will be exposed to materials which will expand their experiences. (Example: How to books.)	Library/Media Specialist will provide instruction and patterns for string art patterns.	Books and media on string art.	Class discussion or demonstration of these activities K-12.
Junior High			
Students will be exposed to materials which will expand their experiences. (Example: Coping with books.)	Library/Media Specialist will provide materials and bibliographies on coping with stressful situations.	Materials and bibliographies on "coping."	Class discussion or demonstration of these activities K-12.
Senior High			
Students will be exposed to materials which will expand their experiences. (Example: Career Information Mater-ials.)	Library/Media Specialist will provide vocational materials.	Career and vocational materials.	Class discussion or demonstration of these activities K-12.

VII. 2. Objective: Users will find materials representing a diversity of opinions

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will be exposed to materials which will expand their knowledge of varying opinions, K-12. (Example: Loud Mouth George and Harriet Books.)	Library/Media Specialist will compare/contrast conduct of fictional characters.	Loud Mouth and Harriet book/media.	Class discussion, speeches, debates, and written reports will be teacher and peer evaluated.
Intermediate			
Students will be exposed to materials which will expand their knowledge of varying opinions, K-12. (Example: Opinion Page Newspaper.)	Library/Media Specialist will present materials that present various views and opinions.	Opinion material.	Class discussion, speeches, debates, and written reports will be teacher and peer evaluated.
Junior High			
Students will be exposed to materials which will expand their knowledge of varying opinions, K-12. (Example: SIRS Series and vertical file.)	Library/Media Specialist will present SIRS material and opposing viewpoints.	SIRS files.	Class discussion, speeches, debates, and written reports will be teacher and peer evaluated.
Senior High			
Students will be exposed to materials which will expand their knowledge of varying opinions, K-12. (Example: Opposing Viewpoints - sets of books on pro and con issues.)	Library/Media Specialist will present editorials from print and nonprint sources and Opposing Viewpoints.	Newspapers and videos of editorials and Opposing Viewpoints books.	Class discussion, speeches, debates, and written reports will be teacher and peer evaluated.

VII. 3. Objective: Users will find materials representing a diversity of social perspectives.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will recognize differences between rural and city families.	Library/Media Specialist will present stories about families living in rural areas and those living in cities and point out contrasts.	Stories of rural and urban living.	Primary grades will have class discussions on rural and city families.
Intermediate			
Students will study and investigate alternative life styles to the traditional family.	Library/Media Specialist will present accounts of one-parent families and those with a handicapped child.	Stories of one-parent families and of families with a handicapped child.	Intermediate students will read and write reports on the social topics they study.
Junior High			
Students will read about and write reports on a variety of social topics. (Example: SIRS DIGEST)	Library/Media Specialist instructs students to use SIRS DIGEST to research social issues.	SIRS DIGEST.	Junior high students will read and write reports on the social topics they study.
Senior High			
Students will read on a variety of social problems.	Library/Media Specialist will assist students researching social problems.	Material on social problems.	Senior high students will read and write reports on the social topics they study.

VII. 4. Objective: Users will find materials representing a diversity of cultural perspectives.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will study and learn about various cultural customs on Christmas.	Library/Media Specialist will present accounts of Christmas customs of various nations.	Christmas stories illustrating customs indigenous to a variety of cultures.	Primary students will discuss various Christmas customs around the world.
Intermediate			
Students will present a program on national holidays of the world.	Library/Media Specialist will help students research international holiday customs.	Material presents global aspect of holiday customs.	Intermediate students will have evaluation of their program.
Junior High			
Students will investigate the various cultures present in American Society.	Library/Media Specialist will assist students researching ethnic groups that have settled in U.S.	Accounts of ethnic groups.	Junior high students would write a report on various American cultures.
Senior High			
Students will investigate international career opportunities. Student could also investigate the cultures of countries of foreign language offerings in the school district.	Library/Media Specialist will assist students researching careers in other countries.	Material of foreign diplomats, etc.	Senior high students will give oral or written reports on international career opportunities and/or cultures of foreign countries.

VII. 5. Objective: Users will find materials supporting intellectual freedom and will access that information.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Users will find and access information representing both sides of a controversial issue, K-adult.	Library/Media Specialist will introduce cartoons as information source.	Disney Comic Book.	Students identify cartoon characters.
Intermediate			
Users will find and access information representing both sides of a controversial issue, K-adult.	Library/Media Specialist will introduce McGruff, Safety Sam, etc.	Crime Stopper Material.	Students identify cartoon themes.
Junior High			
Users will find and access information representing both sides of a controversial issue, K-adult.	Library/Media Specialist will discuss Peter Zenger case.	U. S. History Text.	Students will discuss current events.
Senior High			
Users will find and access information representing both sides of a controversial issue, K-adult.	Library/Media Specialist introduces Green Haven Press Controversial Topics Series.	Green Haven Press Materials.	Students will discuss current events.

VII. 6. Users will become effective and responsible citizens in the School Community.

STUDENT LEVEL	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Primary			
Students will show evidence of proper library citizenship and conduct.	Library/Media Specialist will acquaint students with procedures of conduct in the library.	Chart of Do's and Don'ts for conduct in library.	Primary students will be evaluated by teacher observation.
Intermediate			
Students will return materials to their proper location.	Library/Media Specialist will provide instruction about restoring to proper place magazines and other browsing materials.	Charts for Dewey divisions and labels of magazine titles.	Intermediate students will be evaluated by teacher observation.
Junior High			
Students will enter the library with the purpose of utilizing library resources.	Library/Media Specialist will continue instruction of research skills and use of materials in library media center.	Instruction material.	Junior high students will be evaluated by library staff and personnel.
Senior High			
Students will enter the library with the purpose of utilizing library resources.	Library/Media Specialist will maintain an atmosphere of research and purpose.		Senior high students will be evaluated by library staff and personnel.

VIII. Objective: Given full integration of the Library Media Program into the total school curriculum, district level personnel, administrators, teachers, and parents, will become partners with the library media specialist.

	PROFESSIONAL STRATEGIES	RESOURCES	EVALUATION
Library/Media Specialist	1. Library/Media Specialists will serve on a district level and building level curriculum committees.	Curriculum Guides.	Attendance at curriculum meeting.
Library/Media Specialist	2. Library/Media Specialist will have input into policy development related to the library media center.	District Policy Handbook.	Service on LEA Advisory Committee for school board.
Library/Media Specialist	3. Library/Media Specialists will coordinate and work with teachers in planning and integrating learning activities.	Media Center Conference Room.	Increase in collaborative planning.
Library/Media Specialist	4. Library/Media Specialists will involve parents in working on appropriate library committees.	PTA Calendar. Library Handbook.	Parent involvement on Library/Media Committee.

APPENDICES

APPENDIX A

Policies and Statements on Access to Information

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan and doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be defined or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended February 2, 1981, June 27, 1967 and January 23, 1980, by the ALA Council.

Access to Resources and Services in the School Library Media Program
An Interpretation of the Library Bill of Rights

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the **LIBRARY BILL OF RIGHTS** apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view and current as well as historic issues.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear.

Major barriers between students and resources include: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permissions from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee student access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

AASL Statement on Confidentiality of Library Records

The members of the American Library Association,* recognizing the right to privacy of library users, believe that records held in libraries which connect specific individuals with specific resources, programs, or services, are confidential and not to be used for purposes other than routine record keeping: i.e., to maintain access to resources, to assure that resources are available to users who need them, to arrange facilities, to provide resources for the comfort and safety of patrons, or to accomplish the purposes of the program or service. The library community recognizes that children and youth have the same rights to privacy as adults.

Libraries whose record keeping systems reveal the names of users would be in violation of the confidentiality of library record laws adopted in many states. School library media specialists are advised to seek the advice of counsel if in doubt about whether their record keeping systems violate the specific laws in their states. Efforts must be made within the reasonable constraints of budgets and school management procedures to eliminate such records as soon as reasonably possible.

With or without specific legislation, school library media specialists are urged to respect the rights of children and youth by adhering to the tenants expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and ALA Code of Ethics.

The Freedom to Read

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject it. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to

efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio, and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manner of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free men will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

   Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic systems to adapt to

change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers, librarians, and booksellers do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what books should be published or circulated.

   Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one man can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book on the basis of the personal history or political affiliations of the author.

   A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free man can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

   To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply be preventing them from reading works from which they are not yet prepared. In these matters taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.

   The idea of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that each individual must be directed in making up his mind about the ideas he examines. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

   It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society, each individual is free to determine for himself what he wishes to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

   The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all bookmen the utmost of their faculties, and deserves of all citizens the fullest of their support.

   We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that

what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

Statement on Intellectual Freedom
The Association for Educational Communications and Technology

The First Amendment to the Constitution of the United States is a cornerstone of our liberty, supporting our rights and responsibilities regarding free speech both written and oral.

The Association for Educational Communications and Technology believes this same protection applies also to the use of sound and image in our society.

Therefore, we affirm that:

Freedom of inquiry and access to information-regardless of the format or viewpoints of the presentation-are fundamental to the development of our society. These rights must not be denied or abridged because of age, sex, race, religion, national origin, or social or political views.

Children have the right to freedom of inquiry and access to information; responsibility for abridgement of that right is solely between an individual child and the parent(s) of that child.

The need for information and the interests, growth, and enlightenment of the user should govern the selection and development of educational media, not the age, sex, race, nationality, politics, or religious doctrine of the author, producer, or publisher.

Attempts to restrict or deprive a learner's access to information representing a variety of viewpoints must be resisted as a threat to learning in a free and democratic society. Recognizing that within a pluralistic society efforts to censor may exist, such challenges should be met calmly with proper respect for the beliefs of the challengers. Further, since attempts to censor sound and image material frequently arise out of misunderstanding of the rationale for using these formats, we shall attempt to help both user and censor to recognize the purpose and dynamics of communication in modern times regardless of the format.

The Association for Educational Communications and Technology is ready to cooperate with other persons or groups committed to resisting censorship or abridgement of free expression and free access to ideas and information.

Adopted by:
AECT Board of Directors
Kansas City
April 21, 1978

100

EDUCATIONAL PROGRAM

Series 600

Policy Title The Selection and Use of Learning Materials Code No. 603.4

The Board of Directors of hereby declares that the district will provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow review of allegedly inappropriate instructional materials.

Instructional materials includes textbooks, library books, film, filmstrips, tapes and other print and non-print materials.

Date of Adoption _____ Legal Reference (Code of Iowa)

Date of Review _____ _____

Date of Revision _____ _____

Related Administrative Rules and Regulations: The Selection, Selection Criteria and Reconsideration of Learning Materials Code 603.4

101

EDUCATIONAL PROGRAM

Series 600

Policy Title Reproduction of Copyrighted Materials Code No. 603.7

It is the intent of the Board to delineate, enforce and abide by the provisions of current copyright laws as they affect the district and its employees.

Copyrighted materials, whether they are print or nonprint, will not duplicated unless such reproduction meets "fair use" standards or unless written permission from the copyright holder has been received.

Details about "fair use" will be made available to all teachers. A summary of these standards will be posted, or otherwise made easily available, at each machine used for making copies.

The Board does not sanction illegal duplication in any form. Employees who willfully disregard the district's copyright position are in violation of Board policy, they do so at their own risk and assume all liability responsibility.

Date of Adoption _____ Legal Reference: U. S. Code

Date of Review _____ _____

Date of Revision _____ _____

Related Administrative and Regulations: _____

_____

102

INSTRUCTIONAL MATERIALS SELECTION POLICY

for the Media Center

The Board of Education of the School District hereby declares it the policy of the district to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view, and to allow review of allegedly inappropriate instructional materials.

In accordance with this policy, and with guidelines from professionally prepared media selection materials including those cited in the attached listing of resources, the following policy and procedures have been developed to guide the selection, acceptance, availability, and review of materials provided by the

These policies are in accordance with the Iowa Department of Public Instruction's publication Selection of Instructional Materials.

Statement of Rules

I. Responsibility for Selection of Materials

A. The Board of Education is legally responsible for all matters relating to the operation of the North Mahaska Community School District.

B. The responsibility for the selection of media center instructional materials is delegated to the professionally trained and certificated librarian/media specialist employed by the school system. For the purposes of this rule, the term "instructional materials" will include printed and audiovisual materials housed in or available through the media center.

II. Criteria for Selection of Materials

A. The following criteria will be used as they apply:

1. Materials will support and be consistent with the general educational goals of the district and the objectives of specific courses.

2. Materials will meet high standards of quality in factual content and presentation.

3. Materials will be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.

4. Materials will have aesthetic, literary, and/or social value.

5. Materials chosen will be by competent and qualified authors and producers.

6. Materials will be chosen to foster respect for minority groups, women, and ethnic groups and will realistically represent our pluralistic society, along with the roles and life styles open to both men and women in today's world. Materials will be designed to help students gain an awareness and understanding of the many important contributions made to our civilization by minority groups, ethnic groups, and women.

   Materials will clarify the multiple historical and contemporary forces with their economic, political, and religious dimensions which have operated to the disadvantage or advantage of women, minority groups, and ethnic groups. These materials will present and analyze intergroup tensions and conflicts objectively, placing emphasis on resolving social and economic problems.

   Materials will be designed to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights, and privileges as participating citizens in a pluralistic, non-sexist society.

7. Materials will be selected for their strengths rather than rejected for their weaknesses.

8. Biased or slanted materials may be provided to meet specific curriculum objectives.

9. Physical format and appearance of materials will be suitable for their intended use.

B. Selection of materials on controversial issues will be directed toward maintaining a balanced collection representing various views.

C. The selection of materials will be structured to promote specific educational objectives:

1. Developing students' skills and resourcefulness in the use of instructional materials and media centers.

2. Guiding students in the selection and use of instructional materials for their personal gratification as well as for curricular needs.

3. Fostering in students a wide range of significant interests.

4. Encouraging life-long education through the use of the media center.

5. Encouraging multi-cultural and non-sexist thinking patterns through a variety of non-biased materials.

III. Procedure for Selection

A. In selecting materials for purchase by the media center, the media specialist will evaluate the existing collection and curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources. When applicable, community resources will be consulted in respect to alternate availability of materials or expertise. For the purposes of this rule, the term 'media' includes all instructional materials considered part of the library collection, plus all materials housed in the resource centers which are not text materials.

B. Evaluation of individual instructional materials includes attention to:

1. Authority and reliability of author and publisher

2. Scope

3. Treatment

4. Format

5. Special features

6. Potential Use

7. Readability

8. Subject interest

C. Recommendations for purchase will be solicited from faculty and student body, and recommendations from other sources associated with the school will be taken under advisement.

D. Gift materials will be judged by the criteria in Section II and will be accepted or rejected by those criteria. Gift materials and monetary donations will be recorded and acknowledged and credit given in media center records.

E. Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

F. Selections arc forwarded to the office of the superintendent for approval to purchase throughout the year.

IV. Objection

A. Any resident of the school district may raise objection to instructional materials used in the district's educational program despite the fact that individuals selecting such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

1. The school official or staff member receiving a complaint regarding instructional materials will try to resolve the issue informally. The materials will remain in use unless removed through the procedure in Section IV. B. 6. e. of this rule.

a. The school official or staff member initially receiving a complaint will explain to the complainant the school's selection procedure, criteria, and qualifications of those persons selecting the material.

b. The school official or staff member initially receiving a complaint will explain to the best of his or her ability the particular place the material occupies in the educational program, its intended educational usefulness, and additional information regarding its use, or refer the complaining party to someone who can identify and explain the use of the material.

2. In the event that the person making an objection to material is not satisfied with the initial explanation, the person raising the objection should be referred to the librarian/media specialist. If, after private counseling, the complainant desires to file a formal complaint, the librarian/media specialist will assist in filling out a Reconsideration Request Form in full.

3. The individual receiving the initial complaint will advise the principal or person in charge of the attendance center where the challenged material is being used, of the initial contact within one week of the complaint whether or not the complaint has been settled to the satisfaction of the complainant at the initial contact. A written record of the contact will be maintained by the principal, and a notation will be kept in the media center records.

4. The principal will review the selection and objection rules with the staff at least annually. They will be reminded to handle such rightful objections with courtesy and integrity.

B. Request for Reconsideration

1. Any resident or employee of the school district may formally challenge instructional materials used in the districts educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

2. Each attendance center and the school district's central office will keep on hand and make available Reconsideration Request Forms. All objections to instructional materials must be made on this form.

3. The Reconsideration Request Form will be signed by the complainant and filed with the librarian/media specialist.

4. Within five business days of the filing of the form, the librarian/ media specialist will file the material in question with the Reconsideration Committee for re-evaluation. The Committee will recommend disposition to the librarian/media specialist. The librarian will inform the building principal of the decision. He or she will in turn inform the superintendent who will report to the Board of Education concerning the decision of the Committee.

5. Generally, access to challenged material will not be restricted during the reconsideration process. However, in unusual circumstances, the material may be removed temporarily by following the provisions of Section IV. B. 6. e. of this rule.

6. The Reconsideration Committee

a. The Reconsideration Committee will be made up of 7 members who will be notified annually of their appointment to the committee.

(1) One school librarian/media specialist.
(2) Two teachers from the appropriate grade level building.

(3) One community member at large not employed by the school.
(4) One member of the local public library board.
(5) Two students chosen ad hoc from the grade or reading level of the challenged material.

b. The co-chairpersons of the Committee will be the members from the public library and the school media center.

c. Each member of the Committee will be furnished annually with the selection and reconsideration policies and guidelines.

d. No regularly scheduled meetings of the Committee will be held in the absence of challenges. Upon receipt of a formal Reconsideration Request Form, the Committee will be notified and assembled within five working days.

e. Special meetings may be called by the Superintendent to consider temporary removal of materials in unusual circumstances. Temporary removal will require a three-fourths vote of the Committee.

f. Notice of meetings will be made public through appropriate publications or other communications methods.

g. The Committee will receive all Reconsideration Request Forms from the librarian/media specialist who will also report the findings of the Committee to the building principal.

h. The procedure for the first meeting following receipt of a Reconsideration Request Form is as follows:

(1) Distribute copies of the written request form.
(2) Allow the complainant or a group spokesperson an opportunity to talk about and expand on the request form.
(3) Distribute reputable, professionally prepared reviews of the material when available.
(4) Distribute copies of the challenged material as available.

i. At a subsequent meeting, interested persons, including the complainant, may have the opportunity to share their views. The Committee may request that individuals with special knowledge be present to give the information to the Committee.

j. The complainant will be kept informed by the acting secretary of the Committee concerning the status of his or her complaint throughout the reconsideration process. The complainant and known interested parties will be given appropriate notice of Committee meetings.

k. At the second or a subsequent meeting, as desired, the Committee will make its decision in either open or closed session. The Committee's final decision will be (1) to take no removal action (2) to remove all or part of the challenged material from the total school environment, or (3) to limit the educational use of the challenged material. The sole criteria for the final decision is the appropriateness of the material for its intended educational use. The vote on the decision will be by secret ballot. The written decision and its justification will be forwarded to the Superintendent through the building principal for appropriate action, and to the complainant and the appropriate attendance center(s).

l. A decision to sustain a challenge will not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection or use of the materials.

m. Requests to reconsider materials which have previously been before the Committee must receive approval of a majority of the Committee members before the materials will again be reconsidered. Every Reconsideration Request Form will be acted upon by the Committee.

RECONSIDERATION REQUEST FORM
REQUEST FOR REEVALUATION OF PRINTED OR AUDIOVISUAL MATERIAL
SUBMIT TO SUPERINTENDENT

Book or other printed material if applicable:

Author _____ Hardcover_____Paperback_____Other_____

Title_____

Publisher (if known)_____Date of Publication_____

Audiovisual Material if applicable:

Title_____

Producer (if known)_____

Type of Material (filmstrip, motion picture, etc.)_____

Request initiated by _____

Telephone _____Address_____

City _____ Zone _____

School(s) in which item is used_____

Person making the request represents her/himself group or organization

Name of group_____

Address of group_____

_____

_____

1. To what in the item do you object: (Please be specific; cite pages, or frames, etc.)

_____

_____

2. In your opinion what harmful effects upon pupils might result from use of this item?

_____

_____

3. Do you perceive any instructional value in the use of this item?

_____

_____

(Please continue on the reverse)

4. Did you review the entire item? If not, what sections did you review? _____

5. Should the opinion of any additional experts in the field be considered?

_____ Yes Please list suggestions if any: _____

_____

_____ No

6. In the place of this item would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended? _____

_____

7. Do you wish to make an oral presentation to the Review Committee?

____Yes (a) Please call the office of the Superintendent 637-4188.

(b) Please be prepared at this time to indicate the approximate length of time your presentation will require.

____ No

_____ _____

DATE SIGNATURE

FORM II

INSTRUCTIONS TO THE RECONSIDERATION COMMITTEE

The policy of this school district related to selection of learning materials states that any resident of the district may formally challenge instructional materials used in the district's educational program. This policy allows those persons in the school and the community who are not directly involved in the selection of materials to make their opinions known. The task of the Reconsideration Committee is to provide an open forum for discussion of challenged materials and to make an informed decision on the challenge.

The most critical component of the reconsideration process is the establishment and maintenance of the Committee's credibility in the community. For this purpose, the Committee is composed primarily of community members. The community should not, therefore, infer that the Committee is biased or is obligated to uphold prior professional decisions. For this same reason, a community member will be selected to chair the Committee.

The presence on the Committee of the school media specialist and the administrative staff member will assure continuity from year to year as well as lend professional knowledge of the selection process. Student members are essential since they are the closest to the student body and will be immediately affected by the decision of the Committee.

The reconsideration process, the task of this Committee, is just one part of the selection continuum. Material is purchased to meet a need. It is reviewed and examined, if possible, prior to purchase; it is periodically reevaluated through updating, discarding, or reexamination. The Committee must be ready to acknowledge that an error in selection may have been made despite this process. Librarians and school personnel regularly read great numbers of reviews in the selection process, and occasional errors are possible.

In reconsidering challenged materials, the role of the Committee, and particularly the chairperson, is to produce a climate for disagreement. However, the Committee should begin by finding items of agreement, keeping in mind that the larger the group participating, the greater the amount of information available and, therefore, the greater the number of possible approaches to the problem.

If the complainant chooses, he may make an oral presentation to the Committee to expand and elaborate on the complaint. The Committee will listen to the complainant, to those with special knowledge, and any other interested persons. In these discussions, the Committee should be aware of relevant social pressures which are affecting the situation. Individuals who may try to dominate or impose a decision must not be allowed to do so. Minority viewpoints expressed by groups or individuals must be heard, and observers must be made to feel welcome. It is important that the Committee create a calm, nonvolatile environment in which to deal with a potentially volatile situation. To this end, the complainant will be kept continuously informed of the progress of his complaint.

The Committee will listen to the views of all interested persons before reaching a decision. In deliberating its decision, the Committee should remember that the school system must be responsive to the needs, tastes, and opinions of the community it serves. Therefore, the Committee must distinguish between broad community sentiment and attempts to impose personal standards. The deliberations should concentrate on the appropriateness of the material. The question to be answered by the Committee is, "Is the material appropriate for its designated audience at this time?"

The Committee's final decision will be (1) to remove the challenged material from the total school environment, (2) to take no removal action, or (3) to agree on a limitation of the educational use of the materials. The decision will be reached through secret ballot.

The Committee chairperson will instruct the secretary to convey the Committee's decision to the office of the Superintendent. The decision should detail the rationale on which it was based. A letter will be sent to the complainant outlining the Committee's final decision.

SOURCES
PUBLICATIONS

Many of the sources and organizations cited here were of assistance to the Committee preparing this policy and procedures model.

American Association of School Librarians. Policies and Procedures for Selection of Instructional Materials. Chicago: The Association, 1970 (Under revision 1975).

American Association of School Librarians. School Library Bill of Rights for School Library Media Programs. Chicago: The Association, 1969 (Under revision 1975).

American Library Association. Library Bill of Rights. Chicago: The Association, 1967.

American Library Association, Office of Intellectual Freedom. Intellectual Freedom Manual. Chicago: The Association, 1974.

American Library Association, Office of Intellectual Freedom. Newsletter of Intellectual Freedom. Chicago: The Association, 1952-Bimonthly.

Boyer, Calvin J. and Nancy L. Eaton. Book Selection Policies in American Libraries, An Anthology of Policies from College, Public and School Libraries. Austin, Texas: Armadillo Press, 1971.

Cedar Rapids Community Schools. Policy, Administrative Regulations and Departmental Guidelines: Materials Selection. Cedar Rapids, Iowa: Cedar Rapids Community Schools, 1975.

Censorship, a joint publication. Sponsored by American Association of School Administrators, Association for Supervision and Curriculum Development, National Association of Elementary School Principals, and National Association of Secondary School Principals. Washington, D. C. ASCD, 1975.

Iowa Association of School Librarians, Professional Relations Committee. Selection Policies for School Libraries. Des Moines: State of Iowa, Department of Public Instruction, 1968.

National Council of Teachers of English. The Students' Right to Read. Urbana, Illinois: The Council, 1972.

ASSOCIATIONS CONCERNED WITH INTELLECTUAL FREEDOM

American Library Association, 50 E. Huron Street, Chicago, Illinois 60611

American Association of School Librarians (Division of ALA)

Office of Intellectual Freedom (ALA)

American Civil Liberties Union, 22 E. 40th Street, New York City 10016

Iowa Council of Teachers of English. Contact Jack Marcum, Grinnell High School, Grinnell, Iowa 50112

Iowa Library Association, 418 Seventh Street, Des Moines, Iowa 50309

Iowa Educational Media Association. Contact Marjean Wegner, Urbandale High School, Urbandale, Iowa 50322

National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801

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School and Community Relations

Series 1000

Policy Title Loan of School Equipment Code No. 1004.9

Equipment of the school district may be loaned to nonprofit organizations, insofar as the loan does not conflict with its use in the school's educational program. Equipment of the school district may also be loaned to organizations insofar as the loan is not used for profit activities, and does not conflict with its use in the school's educational program. Where a cost is involved, the borrower shall pay the cost.

Requests for the loan of equipment shall be made to the building principal of the building in which the equipment is housed, with the exception of audiovisual equipment, which will be loaned from the district AV Center. The official approving the loan is responsible to see that the equipment is returned.

Date of Adoption: _____ Legal Reference (Code of Iowa)

Date of Review: _____ _____

Date of Revision: _____ _____

Related Administrative Rules and Regulations:

_____

School and Community Relations

Series 1000

Policy Title Loan of School Equipment Code No. 1004.9

Equipment of the school district may be loaned to nonprofit organizations, insofar as the loan does not conflict with its use in the school's educational program. Equipment of the school district may also be loaned to organizations insofar as the loan is not used for profit activities, and does not conflict with its use in the school's educational program. Where a cost is involved, the borrower shall pay the cost.

Requests for the loan of equipment shall be made to the building principal of the building in which the equipment is housed, with the exception of audiovisual equipment, which will be loaned from the library media centers. The official approving the loan is responsible to see that the equipment is returned.

Date of Adoption: _____ Legal Reference (Code of Iowa)

Date of Review: _____ _____

Date of Revision: _____ _____

Related Administrative Rules and Regulations:

_____

EDUCATIONAL PROGRAM

Series 600

Policy Title Reproduction of Copyrighted Materials Code No. 603.7

It is the intent of the Board to delineate, enforce and abide by the provisions of current copyright laws as they affect the district and its employees.

Copyrighted materials, whether they are print or nonprint, will not be duplicated unless such reproduction meets "fair use" standards or unless written permission from the copyright holder has been received.

Details about "fair use" will be made available to all teachers. A summary of these standards will be posted, or otherwise made easily available, at each machine used for making copies.

The Board does not sanction illegal duplication in any form. Employees who willfully disregard the district's copyright position are in violation of Board policy, they do so at their own risk and assume all liability responsibility.

Date of Adoption: _____ Legal Reference (Code of Iowa)

Date of Review: _____ _____

Date of Revision: _____ Title XVII (P.L. 94-553)

Related Administrative Rules and Regulations: _____

_____

EDUCATIONAL PROGRAM

Series 600

Policy Title The Selection and Use of Learning Materials Code No. 603.4

The Board of Directors of hereby declares that the district will provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow review of allegedly inappropriate instructional materials.

Instructional materials includes textbooks, library books, film, filmstrips, tapes and other print and non-print materials.

Date of Adoption: _____ Legal Reference (Code of Iowa)

Date of Review: _____ _____

Date of Revision: _____ _____

Related Administrative Rules and Regulations: The Selection, Selection Criteria and Reconsideration of Learning Materials Code 603.4

APPENDIX B

BOULDER, COLORADO, MODEL: GOALS AND OBJECTIVES

K-3 Students will:
Locate the media center
Know the names of the LMC media specialist and staff
Know the purposes for the LMC
Locate and name items and sections of the LMC
Borrow and return materials properly
Understand policies and procedures unique to the school
***
Use the LMC facility responsibly
Show courtesy to others in the LMC
Treat LMC materials with care
Develop a positive attitude toward LMC experiences for pleasure/academic achieve.
***
Locate and recognize types of resources in the LMC
Select materials suitable to interests and ability
Select materials suitable to curriculum/assignment needs
***
Participate in reading, listening and viewing for pleasure
Select and read from various types of literature
***
Become familiar with authors, illustrators, major award winners (Caldecott, Newbery)
Participate in creative activities related to LMC resources
***
Identify and locate parts of a book
Learn the purpose of the card catalog
Identify the call number on a book
Use maps and globes
***
Use a table of contents
Use dictionaries
Identify and use encyclopedias
***
Identify and locate equipment
Operate appropriate equipment
***

4-6 Develop discrimination in use of LMC for research/pleasure
***
Select and read from various types of literature: historical fiction, science fiction, mythology, drama
Identify the purpose of each part of the LMC and locate materials
***
Understand arrangement of card catalog
Understand general filing conventions
Understand author, title, subject cards
Recognize bibliographic information
Understand see also cards and see cards (cross reference)
Select appropriate encyclopedia to complete assignment
Identify and locate atlas, almanac, indexes, biography sources, vertical file
***
Locate and use appropriate informational sources: reference books, card catalog, non-print materials

BOULDER (cont)

***
Choose an idea
Develop idea through research
Determine suitable format for information
Outline information
Produce report/presentation in appropriate format

7-9

Locate the LMC
Know the names of the LMC staff and media specialist
Locate the sections of the LMC
Borrow and return LMC materials
Understand operational policies and procedures unique to the school
Evaluate resources in terms of readability, quality, purpose, bias
***
Select and read from various types of literature: drama
Recognize qualities of enduring literature
***
Understand copyright function and restrictions
Use bibliographic information to produce bibliography
Follow up cross references, tracings
Use Reader's Guide to Periodical Literature
Use vertical file
Use specialized reference tools (Annals of America, First Facts, etc)
***
Identify resources outside LMC (community resources)
Use shelving order to find and replace materials
Locate and replace materials on shelves using extended Dewey classification
Identify and use foreign language dictionaries
Identify and use special use dictionaries
Identify and use special subject encyclopedias
***
Locate and use available equipment
***
Produce reports/other materials in appropriate format

10-12

Understand that other classification systems exist
Use specialized materials (ie. handbooks, specialized schedules)
Differentiate indexes, abstracts, synopsis, evaluations Develop skill in requests for on-line search
Refine requests for materials in a variety of formats

OUTLINE FOR SKILLS

Literary Appreciation

K-3 Students will:
- a. exhibit empathy for the feelings of characters in literary selections
- b. request reading materials in addition to those assigned by the teacher.
- c. Request assistance from the media specialist in selecting materials.
- d. voluntarily use free time for reading.

4-6
- e. select individual works by author, literary type, title.
- f. choose materials from a variety of subject areas.
- g. choose materials of a variety of literary types.
- h. use materials in a variety of formats

Strategies:

1. Dramatization of stories or parts of books
2. Dress up as characters from biographies, fiction, or non-fiction
3. Discussions of feelings:
   - similar situations in life
   - similar situations in other books/movies/t.v. programs "what if" situations
4. Listening to stories for plot
   - to different readers' interpretations for feelings
   - to book talks
5. Research authors' lives
6. Illustrate a story from oral reading or student-written story
7. Tell a story from illustrations only.

Outline for Library/Media Skills

K-2

- Borrowing materials
- Student behavior
- Book terms
- Easy books
- Location of Easy section

3-4

- Equipment operation
- Parts of a book
- Nonprint Materials
- Alphabetization
- Card Catalog
- Fiction
- Biography
- Nonfiction
- Directional flow of LMC
- Arrangement of fiction
- Arrangement of nonfiction
- Arrangement of biography
- Encyclopedia

5-6

- Index
- Guides in index
- Types of catalog cards
- Information on card catalog card cross reference
- Filing rules
- Nonprint information
- Dewey arrangement
- Classification
- Symbols for media
- Specialized references
  - Atlas
  - Almanac
  - Thesaurus
  - Dictionaries
  - Encyclopedia

Library Media Skills
Introduction and Rationale

Boulder Valley students will work and study in several library-media centers as they progress from kindergarten through the senior high. In those centers they will acquire knowledge and pursue personal interests. More importantly, they will develop skills and attitudes toward learning that they will use for the rest of their lives.

Because today's library-media center is an integral part of the school, library-media skills need to be an integral part of the school's total curriculum. The nine areas of instruction in this guide are to be taught through the cooperative effort of library-media specialist and teacher, for only if students have frequent, practical application of library-media skills will they find this instruction meaningful.

Objectives:

The following objectives are based on the general goals of the library-media program.

The students shall:

1. Become familiar with the policies, procedures, and operation of the library-media center.
2. Have a positive and responsible attitude toward the library-media center's facilities, materials, and equipment. (5, 7)
3. Become aware of the variety of resources in the library media center. (2, 5, 8)
4. Select appropriate materials from the resources in the library-media center. (1, 2, 4, 6)
5. Have appreciation of the resources in the library-media center. (4, 5, 6)
6. Identify, locate, and use library-media resources. (1, 2, 10)
7. Acquire and use research skills. (1, 3)
8. Operate various types of AV equipment and know equipment terminology. (8, 7)
9. Produce media, as appropriate to age level and resources available. (1, 9, 8)

Learning Outcomes:

1.0 Orientation	*Scope and Sequence of #			
The students shall:	K - 3	4 - 6	7 - 9	10-12
1.1 Locate the library	I-R	R-A	I-R-A	I-R-A
1.2 Know the names of the library-media center staff	I-R	R-A	I-R-A	I-R-A
Describe the duties of the LMC staff	I	R-A	I-R-A	I-R-A
Learn the purpose of the LMC	I	R-A	R-A	R-A
Locate and name items and sections in the LMC	I	R-A	I-R-A	I-R-A
1.6 Learn how to borrow and return LMC materials	I-R-A	A	I-R-A	I-R-A
1.7 Know operational policies and procedures unique to school	I-R	R-A	I-R-A	I-R-A
2.0 User Responsibilities and Attitudes				
The students shall:				
2.1 Treat the LMC facilities with care	I-R-A	A	R-A	R-A
2.2 Show courtesy to others in the LMC	I-R-A	A	R-A	R-A
2.3 Handle LMC materials properly	I-R-A	A	R-A	R-A
2-4 Develop a positive attitude toward library media experiences for pleasure and academic achievement	I-R	R-A	R-A	R-A
	I-R	R-A	R-A	

Key: * I - Introduce
R - Reinforce
A - Apply

3.0 Introduction to Library Media Center Resources	K - 3	4 - 6	7 - 9	10 - 12
The students shall:				
3.1 Locate and recognize types of resources in the LMC	I-R	R-A	I-R-A	I-R-A
3.2 Become a more discriminating user of LMC resources		I	R-A	R-A
4.0 Selection of IMC Resources				
The students shall:				
4.1 Select materials suitable to interests and ability	I-R	R.A	R-A	A
4.2 Select materials suitable to curriculum/ assignment needs	I-R	R	R	R-A
4.3 Evaluate resources in terms of readability, quality, purpose, bias			I	R-A
5.0 Personal Appreciation of IMC Resources				
The students shall:				
5.1 Participate in reading, listening and viewing for pleasure	I-R	R	R	R
5.2 Select and read from various types of literature such as:	I	R-A	A	A
5.2a fables	I	R-A	A	A
5.2b folktales	I	R-A	A	A
5.2c fairy tales	I	R-A	A	A
5.2d poetry	I	R-A	A	A
5.2e biography	I	R-A	A	A
5.2f science fiction		I	R-A	A
5.2g historical fiction		I	R-A	A
5.2h mythology		I	R-A	A
5.2i drama			I	R-A

	K - 3	4 - 6	7 - 9	10 - 12
5.3 Become familiar with selected				
5.3a authors	I	R	R	R
5.3b illustrators	I	R		
major award winners (Caldecott, Newbery, Pulitzer, etc.)	I	I	I	I
Recognize qualities of enduring literature			I	R
5.5 Participate in creative activities related to IMC resources	I	R	R	R
6.0 Use of IMC Resources				
The students shall:				
6.1 Identify and locate the parts of a book	I	R-A	R-A	A
6.2 Know the purpose of each part and use this knowledge to locate material		I-R	R-A	A
6.3 Understand copyright function and restriction			I-R	R-A
6.4 Learn how to use the card catalog				
6.4a its purpose	I	R-A	R-A	A
6.4b alphabetical arrangement		I-R	R-A	A
6.4c general filing conventions (such as "an", "the", and "numbers")		I-R	R-A	R-A
6.4d three types of cards		I-R	R-A	A
6.4e information on card				
1) call number	I	R-A	A	A
2) bibliographic information		I-R	R-A	R-A
(imprint, collation)			I-R	R-A
3) notes				
4) tracings (other subjects			I-R	R-A
to look under)			I-R	R-A
5) series			R-A	R-A
6.4f alternative subject headings	I	I	R-A	R-A
6.4g cross references (See & See also)	I	I-R	R-A	

	K - 3	4 - 6	7 - 9	10 - 12
6.5 Locate a resource using a call number	I	R-A	A	A
6.6 Understand the purpose of a classification system		I	R	A
6.7 Become familiar with the Dewey Decimal System				
6.7a its history		I	R-A	A
6.7b rationale		I-R	R	A
6.7c ten classes		I-R	R	A
6.7d shelving order			I-R	R-A
6-8 Locate materials using shelving catagories (i.e. B, Pic, special collections)	I	R-A	A	A
Locate a resource on the shelf using extended Dewey numbers			I-R-A	A
6.10 Understand that other classification systems exist				I
6.11 Identify and use dictionaries				
6.11a picture	I-R-A			
6.11b abridged	I	R-A	A	A
6.11c unabridged		I-R	A	A
6.11d foreign language			I	R-A
6.11e thesaurus		I-R	R	R-A
6.11f specialized (i.e., biographical, geographical, rhyming, subject)		I-R	I-R-A	I-R-A
6.12 Select an appropriate dictionary and use it effectively to complete assigrment		I-R	R-A	R-A
6.13 Identify and use encyclopedias				
6.13a general (e.g., World Book)	I	R-A	A	A
6.14b subject (e.g., New Book of Popular Science)	I	R	I-R-A	I-R-A

	K - 3	4 - 6	7 - 9	10 - 12
6.14 Select an appropriate encyclopedia and use it effectively to complete an assignment		I-R-A	R-A	R-A
6.15 Identify and locate such sources as				
6.15a maps and globes	I	R-A	R-A	R-A
6.15b atlases		I-R-A	R-A	R-A
6.15c yearbooks			I	R-A
6.15d almanacs		I-R-A	R-A	R-A
6.15e indexes				
1) National Geographic Index		1-R-A	R-A	R-A
2) Reader's Guide to Periodical Literature			I-R	R-A
6.15f biographical sources		I	I-R	R-A
6.15g vertical file		I-R-A	R-A	R-A
6.15h current sources (e.g. periodical, radio, television, Facts on File)			I	R-A
6.15i specialized reference tools (Annals of America, Book of Days)			I	R-A
7.0 Research Skills				
The students shall:				
7.1 Locate and use appropriate informational sources				
7.2a reference books		I-R	R-A	R-A
7.2b card catalog		I-R	R-A	R-A
7.2c AV (non-print)		I-R	R-A	R-A
7.2d current sources			I-R	R-A
7.2e vertical file			I	R-A
7.2f community resources			I	R-A
7.3 Use table of contents and/or index to find information	I	R-A	A	A

	K - 3	4 - 6	7 - 9	10 - 12
8.0 Equipment Terminology and Operation				
The students shall:				
8.1 Identify and locate available equipment	I	R	I-R-A	I-R-A
8.2 Learn operation and capabilities of equipment	I	R	I-R-A	I-R-A
9.0 Production of Media				
The students shall:				
9.1 Choose an idea		I	R	R-A
9.2 Develop an idea through research		I	R	R-A
9.3 Decide on a suitable format (e.g. transparency, filmstrip)		I	R	R-A
9.4 Outline information (e.g. storyboard)		I	R	R-A
9.5 Learn or review necessary production techniques		I	R	R-A
9.6 Produce and revise media		I	R	R-A
9.7 Rehearse presentation		I	R	R-A

APPENDIX D: LIBRARIES UNLIMITED

CONTINUUM OF LIBRARY/MEDIA CENTER SKILLS

Libraries Unlimited

Skills	Primary - K-3	Intermediate - 4-6
1. Looking materials and equipment.	Locates library media center. Is introduced to the location of appropriate materials and equipment. Can identify and locate each form of media available. Locate how primary books are arranged on the shelves.	With increasing independence can locate all materials in the general areas of libary media center.
2. Knowing procedures.	Learns library media center rules and regulations. Develops a positive attitude toward using the library media center. Learns whom to ask for help. Learns to share and be considerate of other library media center users. Identifies and states purpose of circulation card and date due slip. Verbalizes the importance of the date due and the necessity of returning materials on time. Learns to borrow materials. Returns books and materials to proper place after use. Reports lost or damaged materials promptly.	Returns materials to proper place after use. Checks out and is responsible for available audio-visual equipment. Demonstrates growth is following school library media center procedures. Assists others in carrying out procedures. Is able to act as guide for younger students in library media center. Becomes acquainted with public library services.
3. Selecting and using materials.	Learns to handle library materials carefully at school and at home. Uses book marks. Reads personally selected materials and broadens reading interests. Begins to understand difference in types of literature. Can identify title pages and author title information and is familiar with other terms relating to materials, e.g., illustrator, spine and cover. Begins to develop listening and viewing skills.	Selecting material appropriate to needs. Reinforcers and extends listening and viewing skills. Learns to use table of content, index, appendix, and glossary effectively. Recognizes publisher an copyright date. Demonstrates reading techniques appropriate to purpose, e.g., skimming, studying, reading for pleasure. Begins to distinguish between fact and opinion.

Skills	Primary K-3	Intermediate - 4-6
4. Using equipment.	Uses record player and audio-tape cassette player individually or at listening posts. Uses filmstrip viewers, sound filmstrip viewers and filmloop projectors. Matches material with appropriate equipment.	Reviews operating skills learned at primary level. Operates AV equipment appropriate to on displayed abilities and needs, reel-to-reel tape player. 16mm projector, state viewer, programmed learning machines.
5. Using the card catalog.	Learns location and purpose of card catalog. Develops alphabetizing skills to second letter. Learns card catalog is arranged alphabetically by top line of catalog card. With assistance finds subjects in card catalog. With assistance can use call number on rating card to find material.	Continuers reinforcement of alphabetizing skills introduced rather. Recognizes author, title, and subject cards and uses them to locate materials. Distinguishes between classification number and descriptive information on catalog card. Recognizes cards which describe non-print of materials shared in special sections, e.g., Reference. Identifies subject in terms of needs. Begins to use more than one subject card to search topic. Tries alternative terms. Is introduced to section "see also" references. Chooses subject card or cards appropriate to needs of item title on subject card. Begins to utilize filing rules as appropriate. Finds items which contain such as omitting a, an, and the, in the last line of catalog card.

6. Understanding classification.	Learns materials are shelved (in order) from left to right. Recognizes that most materials about one subject have similar classification numbers. Learns the arrangement of fiction, nonfiction and biography.	Review classification skills from primary level. Understands need for classifying material. Begins to recognize that classification is flexible and subjective. Verbalizes probable Dewey Decimal number of subject desired, e.g. Geography in 1900's. Can describe concept of using more than one number for different emphasis on one or related topics. At introductory level, recognizes that there is a logical progression, within each decimal class. Can sequence numbers to two decimal places and utilize this skill in locating materials.
7. Using reference tools and techniques.	Uses appropriate dictionaries and encyclopedias. Learns differences between dictionaries and encyclopedias.	Continues and expands skills in use of dictionaries and encyclopedias. Uses guidewords, subheadings and indexes in reference materials. Begins to use atlas, gazette, almanacs, biographical dictionaries, dictionary, thesaurus, vertical file, and other reference materials suitable for level. Uses more than one source of information. Knows which source to choose to find specific information.
8. Using and retrieving periodicals, newspapers and microforms.	Browses in available children magazines. Uses periodicals both for pleasure and for information. Becomes familiar with different sections of children's magazines. Uses puzzles and games in magazines.	Begins to recognize local and regional news papers. Can locate specific items in newspapers. Learns to recognize editorials. Learns to compare different styles of news reporting. Utilizes magazines both for information and recreational activities. Identifies difference between general and special subject magazines. Learns to use Subject Index to Children's Magazines.

Skills	Primary K - 3	Intermediate 4 - 6
9. Producing original material poetry, AV, photos.	Makes posters and prints. Design bulletin board displays. Makes transparencies with help. Writes a story then records it on audio cassette tape. Creates own filmstrip, with or without sound. Uses simple camera to take pictures. Learns to sequence a picture series.	Makes simple diagrams. Takes pictures for a specific purpose. Uses copystand or producers slides manually. At introductory level, composes slide, film-strip, slide tape, 5mm, or radio show. Prepares informational or aesthetic presentation using these materials.
10. Appreciating art, literature, music, etc.	Responds to story telling, or materials read, viewed or heard. Shares story experience with others. Begins to recognize the importance of illustrations to a story. Recognizes different styles. Recognizes and requests specific titles or works by the same author, artist or composer. Requests specific forms of materials and/or types of literature. Listens to and reads both classic and contemporary children's literature.	Requests materials by title and/or author, artist or composer. Asks for specific forms of materials and/or types of literature. Identifies illustrations by types and can verbalize preferences. Responds with increased selectivity to story telling. Verbalizes reaction to materials read, viewed, or heard. Shares with media s, e.g., TV viewing or motion pictures and relates them to the literature program. Creates in response to literature experience, e.g., with paintings or original poetry.

Junior High	High School - 9-10	11-12
Is at a new site, learns location of library media center. Locates all types of materials independently. Is aware of different materials available in school and public libraries.	In new site, learns location of materials.	Independently locates specific materials as needed for class assignments and personal use.
Learns to follow procedures in new site. Learns when to ask for help. Is able to act as a guide for younger students in library media center.	Learns to follow procedures in new site. Learns to whom to ask for help in new site. Learns to function in more complete situation.	Demonstrates growth in understanding of school library media procedures. Demonstrates maturity in consideration for other library media center users.

Junior High	High School - 9 - 10	11 - 12
Demonstrates between the purpose of fiction and non-fiction. Continues to demonstrate growth in selection and use of diversified materials for education and personal needs. Distinguishes between facts and opinion in all forms of media. Practices use of footnotes, glossary, appendix, bibliography and index. Demonstrates growth in listening and viewing skills for selective use of audio and visual materials. Uses public library to supplement school library media center resources.	Reviews all skills previously learned. Is introduced to care of microforms. Selects and users with care, appropriate medium for assignments. Uses more sophisticated materials to distinguish between fact and opinions. Learns to recognize evidence of author bias. Learns to recognize importance of copyright and publication dates.	Selects materials reflecting broadened and more mature reading, viewing and listening interests. Uses previously learned skills to meet educational and personal needs.
Identifies and knows function of audiovisual equipment appropriate to individual needs and abilities. Operates audiovisual equipment appropriate to needs and abilities, e.g., slide projector, opaque projector, computer terminal, video cassette player.	Operates AV equipment appropriate to individual needs. Operators micro readers. Improvises with available equipment to meet specific educational needs.	Refines skills previously acquired. Continuers practice in use of all equipment. Operates multi-image equipment.
Uses card catalog independently to select a variety of materials for school or personal use. Applies haste filing rules when need arises to use card catalog effectively. Using the card catalog can develop a simple bibliography which includes print and non-print materials.	Reviews and applies previously learned skills. At new site, learns more filing rules and exceptions, thereto. Interprets information on catalog card, including designations for foreign language and special collections.	Learns to use **Sears Guide to Subject Headings** to help locate elusive subject headings. Users catalog card tracings for topic development. Builds a search bibliography from the catalog using a variety of materials at level appropriate to the students.
Demonstrates ability to use knowledge of classification system as an alternative to using the card catalog. Applies knowledge of hierarchical arrangement of the classification system to locate specific or more general information within a subject area.	Is introduced to idiosyneries of new site classification. Is introduced to certain designations if appropriate. Learns that since classification is feasible and subjective, one needs to use the card catalog.	Utilizes classification numbers for areas of special interest or need to employee legers in depth. Becomes aware of LC classification as used in many academic libraries.

Junior High	High School - 9 - 10	11 - 12
Expands use of reference materials to include specialized dictionaries, biographical reference materials and yearbooks. Reviews skills in choosing appropriate reference sources for specific needs. Develops browsing and skimming techniques to help select source materials. Learns that any source can be a reference source.	Reviews and utilizes basic references. Identifies adult encyclopedias and discerns differences of arrangements, emphasis, and indexing. Uses more advanced atlases, gazettes, almanacs, biographical dictionaries and encyclopedias and thesauruses.	Acquires skills in using book indexes, e.g., Short Story, Play, Essay & General Literature. Becomes familiar with specialized references for particular subjects, e.g., **Encyclopedia of Philosophy, Encyclopedia of Science and Technology, Encyclopedia of the Social Sciences.** Refines skills in scanning and browsing as a reference technique. Discerns relationships between topics, in order to locate maximum available information on any given subject.
Reviews previously learned skills related to periodicals. Uses table of contents to find information in a newspaper or magazine. Recognizes bias of newspapers and magazines. Uses the **Abridged Reader's Guide to Periodical Literature** and indexes for specific magazines to find information on a given subject. Becomes familiar with a national newspaper, e.g., **Los Angeles Times.**	Review and expands skills with periodicals. Learns to use periodicals in microform. Uses **Readers' Guide to Periodical Literature.** Uses indexes for specific magazines.	Uses **Readers' Guide to Periodical Literature** independently. Uses specific national newspaper indexes, e.g., **New York Times Index.** Becomes acquainted with specialized periodical indexes and abstract sources.
Refines production skills previously learned. Expands photographic skills to include dark room techniques, e.g., developing and printing. Uses dry mount press to mount picture series. Uses videotape equipment to record special events. Produces and records on videotape original presentation.	Refines skills previously acquired. Continues practice in use of all equipment for production purposes. Learns to synchronize slide tape productions.	Continues and refines skills in video production. CCTV production, sound recordings, radio station operation. Produces multi image presentations.

Junior High - 7 - 8

Recognizes and responds to different writing styles and different authors.

Identifies a variety of genre and cites as samples of works in that genre. Verbalizes reasons for preference of one genre over another.

Develops awareness of the wide range of visual and auditory experiences available. Chooses materials for aesthetic value with increasing selectivity.

Demonstrates growth in the appreciation of literary heritage.

High School - 9 - 10

Reviews and expands awareness of the arts, literature and media. Responds creatively to media experiences. Develops an increased appreciation of the art, literature and music of own and other ethnic backgrounds. Develops visual literacy in order to critically evaluate works. Demonstrates growth in appreciation of literary heritage.

11 - 12

Continues to expand awareness of the arts, literature and media. Develops as appreciation of non-Western art, literature and music. Reads, views and listens with more sophisticated skills of discrimination. Can make critical judgments about what has been read, viewed, or heard. Demonstrate growth in appreciation of cultural heritage.

APPENDIX E: SIGOURNEY, IOWA

SCOPE AND SEQUENCE FOR K-3 LIBRARY INSTRUCTION

SIGOURNEY SCHOOLS

OBJECTIVES FOR KINDERGARTEN, FIRST, AND SECOND GRADE:

1. To teach what a libary is.
2. To discuss the need for quietness in a library.
3. To teach students to keep books clean.
4. To teach students to lay books down gently.
5. To teach students that books aren't toys.
6. To teach students not to write or color in books.
7. To teach students the proper way to carry books.
8. To teach students the correct way to replace books on the shelf.
9. To teach students how to turn pages in a book.
10. To teach students to protect books in all types of weather.
11. To teach students the purpose of bookmarks.
12. To instill an appreciation of books.
13. To introduce fiction books to the class.
14. To introduce non-fiction books to the class.
15. To introduce students to good books and good illustrators.
16. To teach students to be quiet and still during a story.
17. To teach students to listen to a story.
18. To read a story to the class.
19. To give students practice in listening for something special.
20. To teach second grade students how to print their names on book cards.

CONTENT AND SUGGESTED ACTIVITIES:

1. To achieve objectives 1 and 2, we discuss what a library is and how to correctly pronounce the word, library. We discuss the check-out procedures for our library and the importance of being quiet. Then we read the students a story, making sure they understand the importance of listening.

2. To achieve objective 3, we hold up a soiled book and discuss why we like clean books better. We talk about what we can do to keep books clean. Then we discuss the three reasons why we listen when someone is reading to us. We listen to a story so that we can hear it, our neighbors can hear it, and the reader is not disturbed when reading it.

3. To accomplish objective 4, we demonstrated how to lay books down gently, and then have the students demonstrate how to lay them down gently. Again, we read a story to the children, emphasizing the three reasons why we are quiet and listening when being read to.

4. For objective 5, we discuss with the students the fact that books are not toys and are not to be thrown. We discuss reasons why we should take care of books. Again, we read a story to the class discussing why we should listen when someone is reading to us.

5. For objective 6, we use scratch paper to demonstrate that it is for writing, drawing, or coloring on, books are not to be used for that purpose.

   We show examples of books that have been drawn or colored on, and discuss why we don't like the appearance of those books. Then we read a story and discuss the reasons why we need to be quiet and listen.

6. To demonstrate objective 7, we explain to the students how to carry books at our side and against our chest. We discuss the proper care of books if we want to keep them for a lifetime. Again, the lesson is closed by reading a story.

7. To demonstrate objective 8, we take books off the shelf by lying the one down next to the one we wish to look at. We take that book off the shelf, and if we decide we don't want it, we put it back on the shelf with the spine facing out, and turn the one we laid down right side up also, with the spine facing out so we can read it. Several students demonstrate this procedure for us and we praise them if they do it correctly. Again, we close the lesson by reading a story.

8. For objective 9, we have each student take a book to their seats and practice turning pages correctly. We demonstrate to the class beforehand that a page should be turned by putting your thumb and first finger at the top of the page and turning it very carefully, after each student has shown that he or she can do this correctly, a story is read to the class.

9. To achieve objective 10, we discuss how not to leave books out in the rain, sun, or snow, we discuss how to take care of books by carrying them in plastic bags so they don't get wet. After discussion and sharing of experiences with damaged books, we read a story to the class.

10. For objective 11, we show the class what a bookmark is and how to properly use it. We explain how not to turn down corners of pages to make dog-ears in the books. Then we read a story to the group.

11. For objectives 12 and 13, we explain that some books are not true, they are fiction. We read them a story and discuss why it was a good book and how we should appreciate books all our lives. We then talk about how well we listened to the story.

12. For objective 14, we explain that some books are true, or factual. These books are called non-fiction. After reading a non-fiction book to the class, we ask the students to tell us about one thing they learned, share with the children how books can teach us about many subjects we might be interested in.

13. To accomplish objective 15, we present to the class fiction books, non-fiction books, and special interest type books. Explain how books are our best friends and pick up a book and hug it. Share with the class over several class periods, a variety of books and emphasize the good illustrations in some of them. You may want to share facts about favorite authors with the children, as well as information about favorite illustrators.

14. For objectives 16, 17, and 18, we emphasize these objectives every time we teach a lesson to the class. We talk about being quiet for ourselves so we can hear the story being read. We are quiet for our neighbors so they can hear the story. We are quiet for the teacher, so she can share the story with us. After the story is read to the class, we praise the students if they were good listeners, or we discuss how we might have been better listeners.

15. To accomplish objective 19, review with the students the reasons why we listen to a story. Then ask them to listen to the story very carefully because after the story is read, you want them to share with the class which part of the story they liked best. Again, give praise if the class listened well.

16. For objective 20, reproduce a copy of a library book card, demonstrate to the student where a book card is located in the book pocket. Then have them practice printing their first and last names on the sample library cards. When each child has printed his/her name satisfactorily, praise them for doing so and collect the papers.

    The following is a list of book titles you may wish to use to accomplish any of the above objectives in kindergarten, first and second grade:

    QUIET! THERE'S A CANARY IN THE LIBRARY, by Don Freeman

    IT DOES NOT SAY MEOW, by Beatrice De Regniers

    GOODNIGHT MOON, by Margaret Wise Brown

    Additional books are listed on a separate sheet.

OBJECTIVES FOR GRADE 3:

1. All the objectives covered in grades K, 1, and 2 should be reviewed with the third graders at the beginning of the school year.
2. Iowa's Children's Choice Award Books are introduced in third grade.
3. Books of various forms are read to students: short stories, poems, limericks, jokes, and riddles.
4. Just for fun books are introduced.
5. To teach students to find the name of a book on the book's cover.
6. To teach students to find the name of the person who wrote the book on the cover.
7. To teach the meaning of the words title and author.
8. To teach the correct pronunciation of the word author.
9. To introduce students to good illustrations.
10. To teach the meaning of the words illustrations and illustrators.
11. To teach the following parts of a title page: the title, the author, the illustrator, the publisher, and the place of publication.
12. To introduce and develop an understanding of copyrights.
13. To present two title pages.
14. To review the parts of a title page.
15. To review the meaning of copyright.
16. To introduce a two page title page.
17. To present a half title page.
18. To present a title page, which features two authors.
19. To review a half title page.
20. To review a title page.
21. To guide students in defining the parts of a title page.
22. To direct students in the location of a title page.
23. To guide students in defining copyright.
24. To direct students in the location of a title page and a copyright notice.

COPYRIGHT NOTICE.

25. To introduce the table of contents.

26. To present two tables of contents for story.

27. To introduce the variant term of table of contents: contents.

28-29. To introduce glossaries.

30. To present two glossaries for examination.

31. To guide a search for glossaries in the students' library books and textbooks.

32. To give practice in the use of a textbook glossary.

33. To introduce indexes.

34. To present two indexes for study.

35. To teach the students how to read page numbers.

36. To review indexes.

37. To review reading page numbers.

38. To present an index for study.

39. To give practice in the use of a textbook index.

40. To teach students how to make a written book report.

41. To teach students how to give oral book reports.

42. To teach students how to be courteous listeners.

Content and Suggested Activities:

1. To accomplish this objective, Objective 1, we discuss during the first four weeks of school in library classes the proper care of books, check-out procedures, the correct way to replace books on the shelf, and stress the importance of listening when a story is being read to them.

2. To achieve Objective 2, several selections from the current list of Iowa Children's Choice Award Books are read to the 3rd graders during the school year. Book talks are given on the remaining books on the list, and in February the children vote on which book they like the best.

3. To accomplish Objectives 3 and 4, during the school year various types of literature are read to the students and they have an opportunity to produce their own poetry, jokes, riddles, limericks, and shorts stories. They share their creations with the class.

4. To achieve Objectives 5 and 6, the students share with the teacher and the class the name of a book they are reading and the name of the author who wrote it. They hold their books up before the class and tell where the author's name is and where the title of the book is on the cover.

5. For Objectives 7 and 8, the same procedure is followed as for Objectives 5 and 6, except that now the students have explained to them that a book's name is the title, and the person who wrote the book is the author. They then share the titles and authors of the books they have read with the class.

6. To accomplish Objectives 9 and 10, we explain to the students the meaning of the words illustrator and illustrations. They then share with the class the illustrations from the books they are reading, tell the class who the illustrator is and what the title of the book is.

7. For Objectives 11 and 12, we explain to the students what a publisher is, the place of publication, and what a copyright is. Then, drawing a picture of a title page on the blackboard, we explain where each of these items is located on a title page, as well as where the title, author, and illustrator are located on a title page.

8. To achieve Objectives 13, 14, and 15, examples of two title pages are presented to the students. They identify the titles of the books, the authors, illustrators, publishers, and places of publication. The meaning of what a copyright is, is then reviewed again.

9. To accomplish Objectives 16, 17, and 18, a book with a two page title page is shown to the class. Then a book with a half title page is shown. After a review of the information on a title page, a title page with two authors is shown.

10. For Objectives 19, 20, 21, and 22, a worksheet with a half title page and one with a full title page is shown to the class. After reviewing the information on those title pages, students are asked to locate title pages in their own books and show the teacher where each item on the title page is located.

11. For Objectives 23, 24, two more title page worksheets are presented to the class. This information on a title page is reviewed, then the students each take a different book than the had in the last lesson, and locate the items on the title pages in those books.

12. For Objectives 25 and 26, a fairy tale book containing a table of contents and a fiction book containing a table of contents are shown. Then two worksheets are passed out to the class demonstrating table of contents pages for each type of book. After locating tables of contents in their own library books, the complete a ditto covering a table of contents and it parts.

13. For Objective 27, two dittos showing contents pages are discussed. After locating a table of contents in their own library books, students complete a ditto covering the information on a contents page.

14. For Objectives 28 - 32, the students are shown a glossary in a book. Then they work with two dittos containing sample glossaries. Afterward, they locate glossaries in textbooks and library books.

15. For Objectives 33-34, students are given dittos with two different indexes on them. The students are taught how to determine which pages to find their information on, by using the index.

16. To achieve Objectives 35-39, the students review what an index is and how to read page numbers in an index. A sample textbook index page is passed out to the class and they discuss the information on it. A final ditto has the class answer specific questions using the sample textbook index.

17. For Objective 40, the students select a book to read. It needs to be a fiction book approved by the teacher. A sample book report form is passed out to the students and an explanation is given of how to fill it out. The students a.re given a deadline as to when their reports are due.

18. For Objectives 41 and 42, students again select a book approved by the teacher. After reading the book, students are given a ditto explaining the correct way to give a book report. Dates are assigned to each student for their oral report.

Objectives for Grade 4:

1. To introduce fiction.
2. To teach how fiction is arranged in a library.
3. To teach the students how to read book spines.
4. To review easy books and fiction.
5. To teach more about story collection books.
6. To introduce the use for authors' first names.
7. To introduce the use of titles in arranging fiction.
8. To explain that "a", "an", and ''the'' are disregarded as first words in titles.
9. To provide practice in locating fiction books.
10. To introduce non-fiction.
11. To teach how non-fiction is arranged in a library.
12. To review non-fiction.
13. To teach students how to arrange non-fiction when a decimal is involved.
14. To introduce the terms "call numbers'' and ''Class Numbers''.
15. To introduce the reference section.
16. To provide practice in locating non-fiction books.
17. To introduce the card catalog.
18. To present the rules for finding author, subject, and title cards in the card catalog.
19. To provide practice in selecting appropriate card catalog drawers.
20. To review the use of the card catalog.
21. To review how author, title, and subject cards are found, and how they are filed.
22. To provide more practice in selecting appropriate card catalog drawers.
23. To introduce the card catalog's guide cards.
24. To give practice using guide cards.
25. To provide practice in reading and understanding catalog cards.
26. To give practice using the card catalog.
27. To continue to read selections to the 4th grade from the Iowa Children's Choice Award list of books.
28. To continue to give book talks on the Iowa Children's Choice Award Books and other good books appropriate to 4th graders.
29. To encourage the students to give oral and written book reports on good books they have read.
30. To continue to encourage the students to be courteous listeners.

Content and Suggested Activities:

1. For Objectives 1, 2, and 3, the students are introduced to the three types of fiction books: easy, fiction, and story collections. They are then given practice in arranging easy and fiction titles in alphabetical order by author's last name. They also practice identifying the information on the spine of a book, both verbally and by use of a worksheet.

2. To achieve Objectives 4, 5, and 6, we begin with a review of easy, fiction, and story collection books. Then we explain to the students that if two authors have the same last name, their books are alphabetized by the author's first name. Then the students do two worksheets practicing alphabetizing book titles by author's last name.

3. To accomplish Objectives 7 and 8, the children practice alphabetizing titles of books written by the same author. After having explained to them that "a", "an", and "the" are disregarded as first words in titles, the children practice alphabetizing titles beginning with "a'', "an", and "the". A worksheet is given requiring students to arrange fiction and easy books in the correct order.

4. To achieve Objective 9, a sample catalog card is reviewed with the students. Then each student is required to look up and locate 3 fiction books in the fiction section of the library, using sample catalog cards. After they have located each book, they show the teacher where they found it, put it back, and take another sample catalog card to locate another fiction book.

5. For Objectives 10 and 11, students are asked to identify the difference between fiction and non-fiction books. Then the Dewey Decimal System of numbering is explained to the students, and the students practice putting books in number order. The students get further practice doing this by completing two worksheets requiring them to put books in number order.

6. To accomplish Objectives 12 and 13, the number arrangement of non-fiction books is reviewed with students. Then several examples are given demonstrating how decimal numbers are arranged in the correct order. The students are given practice putting numbers in the correct order by completing two worksheets requiring them to arrange decimal numbers correctly.

7. For Objectives 14 and 15, the teacher explains to the students the difference between call numbers and class numbers. Then the children practice identifying call numbers and class numbers. After an explanation of where reference books are located in the library and how their call numbers are identified, the students completes a worksheet covering class numbers, call numbers, and reference books.

8. For Objective 16, the students review a sample catalog card for a non-fiction book. Then each student is required to look up and locate on the shelves 3 non-fiction books. using the sample catalog cards. After they have located each book, they show the teacher where they found it, put it back on the shelf, and take another sample catalog card to locate another non-fiction book.

9. To accomplish Objectives 17, 18, and 19, a sample card catalog is shown to the students on a ditto. Then the teacher explains that the card catalog is an alphabetical listing of authors, titles, and subjects. Students locate a book in the card catalog by looking up either its title, author, or the subject the book is about. Students are then given practice determining which drawers of the card catalog they would use to find particular titles, authors, and subjects. They explain this verbally and through the completion of a worksheet.

10. To achieve Objectives 20, 21, and 22, the students review how to determine which drawer of the card catalog they would use to find a particular author, title, or subject. Then the students complete a worksheet to reinforce these concepts.

11. For Objectives 23 and 24, the teacher explains to the class what guide cards are. After determining where certain subjects can be found using guide cards, the students complete two worksheets requiring them to determine where subjects are located using guide cards.

12. To accomplish Objective 25, the teacher reviews with the students how the information in the card catalog is arranged. Then the class is shown a sample catalog card and is asked to identify the information on it. After reviewing the difference between the three types of catalog cards, the students study a worksheet with a sample of each of the three types of catalog cards on it. The students are then asked to complete a worksheet identifying the information on a catalog card.

13. To accomplish Objective 26, the students are given a subject to look up using the card catalog. After locating their subject in the card catalog, they write down the title and call number of a book on that subject. Then they go to the shelf and find the book: showing the teacher that they found it.

14. To achieve Objectives 27 and 28, several selections for the Iowa Children's Choice Award Books are read to 4th graders throughout the school year. Book talks are given to the students on the remaining books on the list. In February, the children vote on which book they liked the best.

15. For Objectives 29 and 30, the students continue to share good books they have read with the class, either through an oral or a written book report, following the same procedures they used in 3rd grade. Students are encouraged to listen carefully as each student gives their report for specific facts they will be questioned about at the end of the report.

Objectives for Grade 5:

1. To review the card catalog, taught in grade 4.
2. To introduce cross reference cards.
3. To review some catalog cards.
4. To introduce an illustrator card.
5. To introduce a subject analytic card.
6. To introduce an annotated card.
7. To teach students how to distinguish between non-fiction and fiction catalog cards.
8. To give students practice using the card catalog.
9. To introduce encyclopedias.
10. To teach students about encyclopedia arrangement, guide/words, cross references, headings, maps, authors, etc.
11. To present dittos showing a one-volume encyclopedia, sets of encyclopedias, and encyclopedia articles.
12. To teach students how to use an encyclopedia index.
13. To present an example of study aid materials that can be found at the end of some encyclopedia articles.
14. To review encyclopedias.
15. To teach students about some special features found in encyclopedias.
16. To teach students to distinguish between science non-fiction and science fiction.
17. To teach students to distinguish between historical non-fiction and historical fiction.
18. To introduce students to the almanac as a reference tool.
19. To play a game using the almanac, answering questions with each student using their own individual aLmanac.
20. To introduce students to the atlas as a reference tool.
21. To play a game using the atlas, locating places in the various types of atlases available at the library.
22. To continue to read selections the 5th graders enjoy from the Iowa Children's Choice Award list of books.
23. To continue to give book talks on the Iowa Children's Choice Award Books and other good books appropriate to 5th graders.
24. To encourage the students to give oral and written book reports on good books they have read.
25. To continue to encourage the students to be courteous listeners.

Content and Suggested Activities:

1. For Objective 1, students are asked to identify the information on a catalog card, and explain the difference between the three types of catalog cards. Then they are required to complete a ditto, identifying the information on a catalog card.

2. For Objectives 2 and 3, the teacher explains to the students what pseudonyms and cross references are. Then the students complete a ditto identifying the information on three different types of catalog cards.

3. To achieve Objectives 4, 5, and 6, the students again study three different types of catalog cards on a ditto. The teacher explains to the students what an illustrator card is, what a subject analytic card is, and what an annotated card looks like.

4. To accomplish Objectives 7 and 8, the students review information on two different catalog cards. Then they complete an assignment requiring them to look up a subject of their choice in the card catalog. After they have located their subject, they write down the title, author, and call number of a fiction and a non-fiction book on that subject.

5. For Objectives 9, 10, and 11, the students are shown examples of sets of encyclopedias, and single volume encyclopedias. Then they are given 4 dittos, asking them to determine which volumes of an encyclopedia certain subjects would be located in, and explaining to them the type of information and its arrangement to be found in the World Book Encyclopedia.

6. For Objectives 12 and 13, students are given sample copies of an index page from the World Book and a sample copy of a Study Aids page from the same encyclopedia. The teacher explains to the class how to read and understand main headings and subheadings in an index and how they lead us to different volumes of an encyclopedia which contain information on the same subject.

7. To accomplish Objectives 14 and 15, the teacher reviews with the students the different types of encyclopedias that are available. Cross references and indexes are also reviewed. Special features of an encyclopedia are explained next, and two follow-up dittos are handed out for the students to complete. The dittos cover facts about encyclopedias and which volumes to look up certain subjects in. The children also have to answer reference questions using different volumes of a set of encyclopedias.

8. For Objectives 16 and 17, the teacher explains to the class the difference between science fiction and science non-fiction by showing examples of each to the class. The teacher does the name for books on historical fiction and historical non-fiction. Then the students have to identify each type of book correctly.

9. To accomplish Objective 18, the students view a filmstrip from the World Almanac Corporation explaining what an almanac is and how to use it. Then they complete two worksheets together, one covering the General Index and one the Quick Reference Index.

10. For Objective 19, the students each have a copy of the World ALmanac to use. Then the class is divided into teams of 3 or 4 each, with each member of the team having a list of questions to answer using the almanac. The team who locates and writes down the correct answers first after the worksheet is completed wins the game.

11. For Objectives 20 and 21, the teacher explains to the class how to locate places in the various atlases available at the library. Then the class divides into teams of 3 or 4 each. Each team uses an atlas to locate places on a map. The teacher writes the name of a place on the blackboard, and the teams race to see which team can locate the place in the atlas first. The team who finds the most places first and accurately in their atlas wins the game.

12. To accomplish Objective 22, several selections are read to the 5th graders from the Iowa Children's Choice Award list, through out the school year.

13. For Objective 23, book talks are given on the remaining books on the list and in February the students vote on the book they liked best. Book talks on other books appropriate for 5th graders are given throughout the year also.

14. For Objectives 24 and 25, the students continue to share good books they have read with the class, whether through an oral or a written book report, following the same procedures used in 3rd and 4th grade. Students are encouraged to listen carefully as each student gives their report for specific facts they will be questioned about at the end of the report.

Objectives for 6th Grade:

1. To present the Dewey Decimal System of Classification.
2. To give the students practice in using the Dewey System.
3. To review catalog cards.
4. To review how to differentiate between an author, title, and subject card.
5. To teach the students how historical periods are filed in the card catalog.
6. To teach students how to use the card catalog to locate a book.
7. To give students practice using the card catalog via a ditto.
8. To teach students how catalog cards are arranged.
9. To test comprehension with a follow-up ditto.
10. To explain/review what a tracing is.
11. To give students practice identifying author, subject and title cards.
12. To teach the meaning of biography, collective biography and autobiography.
13. To teach the call numbers for biography, collective biography, and autobiography.
14. To provide some follow-up activities.
15. To introduce student to biographical and geographical dictionaries.
16. To give the students practice in using biographical and geographical dictionaries by assigning them each a report to do using those books. The biographical reports are on individual people, while the geographical reports on individual countries, cities, or states.
17. After writing reports for the biographical and geographical dictionaries, the students read their reports to the class. The class is asked to listen for specific information about each report as the students are reading them. After the reports are read, the teacher asks the class specific questions relating to that particular report.
18. To review the almanac as a reference tool.
19. To play a game using the almanac, answering questions with each student using their own individual almanac.
20. To introduce students to the atlas as a reference tool, and review last year's work.
21. To play a game using the atlas, locating places in the various types of atlases available at the library.
22. To introduce students to the Reader's Guide.
23. To give the students practice using the Reader's Guide by assigning them specific subjects to look up using it.
24. After finding a specific subject in the Reader's Guide. the students are asked to write down the name of the magazine in which the subject can be found, the date of that magazine, and the page on which the article can be found.
25. To give the students a final review of all the reference books taught, by asking them to complete a worksheet requiring the use of each type of reference book to answer the questions on the sheet.
26. To continue to give book talks on the Iowa Children's Choice Award Books and other good books appropriate to 6th graders.

Content and Suggested Activities:

1. To accomplish Objectives 1 and 2, the students are given dittos and an explanation of the different subject classes and numbers in the Dewey Decimal System. Then they are required to complete a ditto determining which class numbers certain book titles would be assigned to.

2. To achieve Objectives 3, 4, and 5, the teacher reviews with the students the information on a catalog card and the three types of cards. Then the teacher explains to the class that historical periods are filed chronologically in the card catalog, not alphabetically. Then the students complete a ditto reviewing all of that information.

3. For Objectives 6 and 7, the teacher discusses with the students how to locate the authors, titles, or subjects they want in various drawers of the card catalog. Then the students complete a ditto requiring them to determine whether what they are looking for is an author, title, or subject and what drawer to find it in.

4. For Objectives 8 and 9, the teacher discusses with the class the alphabetical arrangement of various subjects in the card catalog. The teacher explains that words like ST., Dr., and Mr., Dr., are alphabetized as if they were spelled out. Then the class is given a ditto requiring them to alphabetize various titles and proper names found in the card catalog.

5. To accomplish Objectives 10 and 11, the teacher explains to the class the information on three different types of catalog cards. Then the teacher explains what tracings are at the bottom of catalog cards. Then the students have to go to the card catalog and fill in a ditto asking for the information found on an author card, a title card, and a subject card.

6. For Objectives 12, 13, and 14, the teacher explains to the class that there are three types of biographies, individual biographies, collective biographies, and autobiographies. Individual and autobiographies have a separate call number from collective biographies. Then the students complete a ditto requiring them to identify the call numbers for the different types of biographies.

7. To accomplish Objectives 15 and 16, the teacher explains to the students what biographical and geographical dictionaries are. After each explanation, the students are assigned reports to do using the two types of dictionaries. Students do reports on individual people from the biographical dictionaries. They report on a country, state, or city from the geographical dictionaries.

8. For Objective 17, the students write their reports on the individuals or countries, states, or cities they are assigned. Then they read their reports to the class. The class is asked to listen for specific information about the subject the student is reporting on. After the reports are read, the teacher asks the class specific questions relating to that particular report.

9. To achieve Objectives 18 and 19, the same World Almanac filmstrip is shown to the 6th grade as was shown in 5th grade. The same procedures are followed to play the almanac game as were followed in 5th grade.

10. For Objectives 20 and 21, the teacher reviews with the class how to locate places using various types of atlases available at the library. Again, the same procedures are followed to play the atlas game as were followed in 5th grade.

11. To accomplish Objectives 22, 23, and 24, the teacher explains what the Reader's Guide is and how to use it. Then the students are assigned specific subjects to look up using the Reader's Guide. Once they have located their subject, they are to write down for the teacher the title of the magazine they found the subject in, the date of the magazine,and the page the magazine article is on.

12. For Objective 25, the teacher reviews with the class all the reference books covered during the library unit. Then each student completes a worksheet containing questions requiring the use of all the reference books the class has learned about.

13. To accomplish Objective 26, book talks are given on the Iowa Children's Choice Award Books to the 6th graders each year. In February, the students vote on which book they liked best. Book talks on other good books of interest to 6th graders are given throughout the school year.

Objectives for 7th and 8th Grade:

1. To review the location of books in the Middle School Library, both fiction and non-fiction.
2. To review catalog cards.
3. To review how to differentiate between an author, title, and subject card.
4. To give students practice identifying the information on a catalog card.
5. To review with students how to use the card catalog to locate and find a book on the shelf.
6. To give the students practice in using the card catalog to find specific information and to locate a book on the shelf.
7. To review with students the biographical and geographical dictionaries.
8. To give the students practice in using biographical and geographical dictionaries by assigning them each a report to do using those books. The biographical reports are on individual people, while the geographical reports are on individual countries, cities, or states.
9. After writing reports from the biographical and geographical dictionaries, the students read their reports to the class.
10. The students are asked to listen for specific information about each report as the other students are reading them.
11. After the reports are read, the teacher asks the class specific questions relating to that particular report.
12. To review the almanac as a reference tool.
13. To play a game using the almanac, answering questions with each student using their own individual almanac.
14. To review the atlas as a reference tool.
15. To play a game using the atlas, locating places in the various types of atlases available at the library.
16. To review with the students the Reader's Guide.
17. To give the students practice using the Reader's Guide by assigning them a specific subject to look up using it.
18. After finding a specific subject in the Reader's Guide, the students are asked to write down the name of the magazine in which the subject can be found, the date of that magazine, and the page on which the article can be found.
19. To give the students a final review of all the reference books taught, by asking them to complete a worksheet requiring the use of each type of reference book to answer the questions on the sheet.
20. To give book talks on the Iowa Teen Award Books and other good books appropriate to 7th and 8th graders.

Content and Suggested Activities:

1. To accomplish Objective 1, the teacher reviews orally with the students the location of both the fiction and non-fiction books in the library. Individual students are asked to locate books in each section on the shelf for the rest of the class to observe.

2. To achieve Objectives 2, 3 and 4, the teacher shows an example of an author, title, and subject card to the class, asking them to identify the information on each type of card. Then each student is given an actual catalog card to identify information on, having to explain what type of card it is, what the title is, author's name, copyright date, etc.

3. To accomplish Objectives 5 and 6, the teacher gives each member of the class a handout with an example of the three types of catalog cards on it. After reviewing with them the information on each card, they are then asked to explain where the various books in the fiction and non-fiction section would be located. Then the drawers of the card catalog are placed on the library tables, and each student is given a list of five questions to find the answers to using the card catalog drawers. The last question on their sheet asks them to go to the shelf to locate a library book. The teacher goes with them and initials their paper after they have located the book correctly on the shelf.

4. For Objectives 7, 8, and 9, the teacher explains to the class what information can be found in the biographical and geographical dictionaries. After an explanation of such books as Current Biography, Who's Who, Webster's Biographical Dictionary, Lands and Peoples, and Webster's Geographical Dictionary, the students are assigned people to write about from the biographical dictionary and places to write about from the geographical dictionary. After the written reports are completed, the students read their reports to the class.

5. For Objectives 10 and 11, the students are asked to listen carefully as each classmate reads his/her report to the class. Then the teacher asks the class specific questions relating to each report that was just read.

6. To achieve Objectives 12 and 13, a filmstrip on the World Almanac is shown to the class. Then the students do worksheets covering the Quick Reference Index and General Index found in the Almanac. Then the students divided up into teams, with each team member having their own copy of the World Almanac. Each student has a worksheet with a list of questions on it to answer using the Almanac. The team that located the most answers to the questions correctly and most often, receives a prize.

7. For Objectives 14 and 15, the teacher explains to the class the various types of atlases that are available at the library and how to use them. Then the class is divided into teams, with each team having their own atlas to use. The teacher holds up the name of a place for the entire class to see. Then the teams race to see which team can locate the place in the atlas first. The team that locates the places correctly in the atlas most often, wins a prize.

8. To accomplish Objectives 16, 17, and 18, the teacher explains to the students what the Reader's Guide is, what type of information can be found in it, and how to use it. Then each students is given a copy of the Reader's Guide and a specific subject to look up in it. After looking their subject in the Reader's Guide, each student is asked to explain individually to the teacher the entry they have located. Then they are asked to write down the name of the magazine in which the subject can be found, the date of that magazine, and the page on which the article can be found. These papers are to be handed in at the end of the lesson.

9. The teacher reviews all the reference books covered in the 7th and 8th grade unit to complete Objective 19. Then the students are given a worksheet to complete requiring them to find the answers to questions using each type of reference book covered. This gives them a final practice in using each type of reference work.

10. To accomplish Objective 20, the teacher/librarian gives books talks on the Iowa Team Award Books and other good books appropriate to 7th and 8th graders during Children's Book Week in November, and during National Library Week in April. In February, the 7th and 8th graders vote on which of the Iowa Teen Award Books they like best. Book talks encourage students to check out and reach more books from the school library.

APPENDIX F: MODEL SELECTION POLICIES

EDUCATIONAL PROGRAM

Series 600

Policy Title: Materials Selection Code No. 604

The Board of Directors of the Community School District hereby declares it the policy of the District to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to set forth a procedure of review if there is reason to believe inappropriate instructional materials should exist.

Legal Reference: Code of Iowa 279.8 General Rules
Ch. 301 Textbook provided

STATEMENT OF RULES

I. Responsibility for Selection of Materials

A. The Board of Directors is legally responsible for all matters relating to the operation of the Community School District.

B. The responsibility for the selection of instructional materials is delegated to the professionally trained and certificated staff employed by the school system. For the purposes of this rule the term "instructional materials" includes printed and audiovisual materials (not equipment) whether considered text materials or media center materials.

C. While selection of materials involves many people (principals, teachers, students, supervisors, community persons and media specialists), the responsibility for coordinating the selection of most instructional materials and making the recommendation for purchase rests with certificated media personnel. For the purpose of this rule the term "media specialist" includes librarians, school media specialists or other appropriately certificated persons responsible for selection of media.

D. Responsibility for coordinating the selection of text materials for distribution to classes will rest with an appointed Textbook Evaluation Committee. For the purpose of this rule the term "text materials" includes textbooks and other print and nonprint material provided in multiple copies for use of a total class or a major segment of such a class.

II. Criteria for Selection of Materials

A. The following criteria will be used as they apply:

1. Materials shall support and be consistent with the general educational goals of the district and the objectives of specific courses.

2. Materials shall meet high standards of quality in factual content and presentation.

3. Materials shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.

4. Materials shall be chosen to foster respect for minority groups, women, and ethnic groups and shall realistically represent our pluralistic society, along with the roles and life styles open to both men and women in today's world. Materials shall be designed to help students gain an awareness and understanding of the many important contributions made to our civilization by minority groups, ethnic groups and women.

   Materials shall clarify the multiple historical and contemporary forces with their economic, political, and religious dimensions which have operated to the disadvantage or advantage of women, minority groups, and ethnic groups. These materials shall present and analyze intergroup tension and conflict objectively, placing emphasis upon resolving social and economic problems.

   Materials shall be designed to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic, nonsexist society.

5. Materials shall be selected for their strengths rather than rejected for their weaknesses.

6. Biased or slanted materials may be provided to meet specific curriculum objectives.

7. Physical format and appearance of materials shall be suitable for their intended use.

B. The selection of materials on controversial issues will be directed toward maintaining a balanced collection representing various views.

III. Procedure for Selection

A. Media

1. In selecting materials for purchase for the media center, the media specialist will evaluate the existing collection and the

curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources. For the purposes of this rule and the term "media" includes all materials considered part of the library collection, plus all instructional materials housed in resource center and classrooms (if any) which are not text materials.

2. Recommendations for purchase will be solicited from faculty and student body.

3. Gift materials shall be judged by the criteria in Section 11 and shall be accepted or rejected by those criteria.

4. The committee for textbook selection shall present its recommendation(s) to the designated administrator.

IV. Objection

A. Any resident of the school district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

1. The school official or staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally and the materials shall remain in use unless removed as a result of the Reconsideration Committee.

a. The school official or staff member initially receiving a complaint shall explain to the complainant the school's selection procedure, criteria, and qualifications of those persons selecting the material.

b. The school official or staff member initially receiving a complaint shall explain to the best of his or her ability the particular place the objected to material occupies in the educational program, its intended educational usefulness, and additional information regarding its use, or refer the complaining party to someone who can identify and explain the use of the material.

2. In the event that the person making an objection to material is not satisfied with the initial explanation, the person raising the question should be referred to someone designated by the principal or person in charge of the attendance center to handle such complaints or to the media specialist for that attendance center. If, after private counseling, the person to whom the complainant has been referred will assist in filling out a Reconsideration Request Form in full.

3. The individual receiving the initial complaint shall advise the principal or person in charge of the attendance center where the challenged material is being used, of the initial contact no later than the end of the following school day, whether or not the complaint has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal.

4. The principal shall review the selection and objection rules with the staff at least annually. The staff shall be reminded that the right to object to materials is one granted by policies enacted by the Board of Directors and firmly entrenched in law. They shall also be reminded of ethical and practical considerations in attempting to handle resident complaints with courtesy and integrity.

B. Request for Reconsideration

1. Any resident or employee of the school district may informally challenge instructional materials used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

2. Each attendance center and the school district's central office will keep on hand and make available Reconsideration Request Forms. All formal objections to instructional materials must be made on this form.

3. The Reconsideration Request Form shall be signed by the complainant and filed with the Superintendent or someone so designated by the Superintendent.

4. Within 10 school days, the Reconsideration Committee will meet and review the alleged inappropriate instructional materials.

5. The Reconsideration Committee

   a. The Reconsideration Committee shall be made up of the following:

      (1) Superintendent
      (2) One principal other than the one involved in the evaluation
      (3) Librarian other than the one involved
      (4) Student Body President of the High School
      (5) Superintendent to appoint a teacher from the affected building
      (6) President Public Library Board

b. The Superintendent will serve as a chairperson of the Committee

6. If the complainant is not satisfied with the decision, he or she may request that the matter be placed on the agenda of the next regularly scheduled meeting of the Board.

7. Any person dissatisfied with the decision of the board may appeal to the State Board of Public Instruction pursuant to state law.

Date of Adoption: Legal Reference (Code of Iowa)

June 13, 1977

Related Administrative Rules and Regulations: This policy has been reviewed by the school board attorney, Steve Gerard.

RECONSIDERATION REQUEST FORM

REQUEST FOR REEVALUATION OF PRINTED OR AUDIOVISUAL MATERIAL

(SUBMIT TO SUPERINTENDENT)

Item Description: (fill in all applicable information)

Author _____

Title _____

Publisher or Producer (if known) _____

Date of Publication or Production _____

Type of Material (book, filmstrip, motion picture, etc.) _____

Request initiated by _____

Telephone _____ Address _____

City _____ Zone _____

School(s) in which item is used _____

Person making the request represents her/himself group or organization

Name of group _____

Address of group _____

_____

_____

1. Did you review the entire item? If not, what sections did you review?

_____

_____

2. To what in the item do you object? Please be specific; cite pages, or frames, etc.)

_____

_____

3. In your opinion what harmful effects upon pupils might result from use of this item?

_____

_____

4. Do you perceive any instructional value in the use of this item? _____

_____

5. Should the opinion of any additional experts in the field be considered?

_____ Yes Please list suggestions if any: _____

_____

_____ No

5. Should the opinion of any additional experts in the field be considered?

_____ Yes Please list suggestions if any:_____

_____

_____ No

6. In the place of this item would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended?

_____
_____
_____

7. Do you wish to make an oral presentation to the review committee?

_____ Yes (a) Please call the office of the superintendent.

(b) Please be prepared at this time to indicate the approximate length of time your presentation will require.

_____No

_____ _____
DATE SIGNATURE

Scope and Sequence
Seventh Grade

Objective	Content	Suggested Activity
To orient students with seventh grade library/media center.	Location of various areas of the library/media center.	Guided tour and map of library/ media center.
To enable students to distinguish between fiction, non-fiction, and reference books.	Review the definition of fiction, non-fiction, and reference books.	Activity sheet listing the characteristics of fiction, non-fiction, and reference books.
To demonstrate an understanding of the principles of classification.	Explanation of Dewey Decimal System.	Imagine student in a room filled with books, magazines, encyclopedias, and non-print materials. Student writes the rules they would use to classify the materials.
To review students on the use of the card catalog.	Explain the function of author card, title card, subject card, cross-reference card.	Practice with Library Skills computer disks.
To identify the major types and versions of dictionaries.	In the reference section, clarify the types of dictionaries.	Wordsearch game seeking the types of dictionaries.
To introduce students to Readers' Guide to Periodical Literature.	Location of "on file" periodicals and location and use of microfische periodicals. information in the entry.	Using the abbreviations used in Readers' Guide, write out all the

Scope and Sequence
Eighth Grade

Objective	Content	Suggested Activity
To demonstrate an understanding of the functions of the major parts of a book.	Instruct students on recognition and interpretation of information on the title page, copyright page, table of contents and index.	Worksheet in which student locates page, copyright page, table of contents, introduction, text, index, glossary, bibliography, and appendix.
To apply the knowledge of the Dewey Decimal Classification System to locate books in the library.	Instruction of Dewey Decimal classification numbers and of location of books using the Dewey System. library/media center.	Design a map which features the major categories of the Dewey Decimal System as they are found in school's
To apply the knowledge of major filing rules to locate information in a card catalog.	Recognition and interpretation of information contained on the author, title, and subject catalog cards.	Look for a specific title card in the card catalog. Write what other information besides the title is included on the card.
To apply the knowledge of The Readers' Guide to Periodical Literature to locate magazine articles.	Instruction on how to interpret a Readers' Guide entry.	Practice with Library Skills computer disks.
To apply the knowledge of the major types of reference works to locate information.	Instruction on the uses of year-books, almanacs, atlases, gazetteers, handbooks, and directories.	Find a specific reference work for each of the following topics: history of magic, crime statistics, identification of birds, largest city in the world, history of sports, and locations of wild animals.
To apply the knowledge of biographical sources to obtain information.	Instruction on use of the major types of biographical sources to obtain information.	Use a biographical source to find the following: a famous national leader, a famous athlete, a famous children's author and a famous scientist.

APPENDIX H: BOOK SELECTION POLICY MODELS

Policy Title Book Selection Policy Code No. 603.8

The Board of Directors of the _____ Community School District hereby declares it the policy of the district to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow review of allegedly inappropriate instructional materials.

I. Responsibility for Selection of Materials

a. The Board of Directors is legally responsible for all matters relating to the operation of the _____ Community School District.

b. The responsibility for the selection of instructional materials is delegated to the professionally trained and certificated staff employed by the school system. For the purpose of this rule the term "instructional materials" includes printed and audiovisual materials (not equipment), whether considered text materials or media center materials (media).

c. While selection of materials involves many people (principals, teachers, students, supervisors, community persons, and media specialists), the responsibility for coordinating the selection of most instructional materials and making the recommendations for purchases rests with certificated media personnel. For the purpose of this rule the term "media specialist" includes librarians, school media specialists, or other appropriately certificated persons responsible for selection of media.

d. Responsibility for coordinating the selection of text materials for distribution to classes will rest with the appropriate department chairperson or with the textbook evaluation committee. For the purpose of this rule the term "text materials" includes textbooks and other print and nonprint material provided in multiple copies for use of a total class or a major segment of such a class.

II. Criteria for Selection of Materials

a. The following criteria will be used as they apply:

1. Materials shall support and be consistent with the general educational goals of the District and the objectives of specific courses.

2. Materials shall be factually accurate and objective in content and presentation.

3. Materials shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.

Policy Title Book Selection Policy (continued) Code No. 603.8

4. Materials shall have aesthetic, literary, or social value.

5. Materials chosen shall be by competent and qualified authors and producers.

6. Materials shall be chosen that are designed to motivate students and staff to gain an awareness and understanding of the many important contributions of women, minorities, and ethnic groups. These materials shall help them examine and comprehend their own duties, rights, responsibilities, and privileges as participating citizens in a pluralistic, non-sexist society.

7. Biased slanted materials may be provided to meet specific curriculum objectives.

8. Physical formal and appearance of materials shall be suitable for their intended use.

9. Price may be a consideration when viewing overall use of materials.

10. Recommendations from faculty and students are given consideration.

III. Procedure for Selection

a. Media Center (library) Materials

1. In selecting materials for purchase for the Media Center, the media specialist will evaluate the existing collection and the curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources, (i.e., Library, Journal, Publisher's Weekly, book list, etc.). For the purpose of this rule the term "media" includes all materials considered part of the library collection.

2. Recommendations for purchase will be solicited from faculty and student body.

3. Gift materials shall be judged by the criteria in Section II and shall be accepted or rejected by those criteria.

4. Selection is an ongoing process which shall include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

5. Multi-copies of outstanding media that are in demand are added as needed.

Policy Title Book Selection Policy (continued) Code No. 603.8

b. Text Materials

1. Study committees are appointed and study various educational programs on a scheduled basis. Toward the end of the study of a particular program, the study committee reviews various educational materials that would appear to facilitate the teaching and learning of the skills and knowledge of that program. Usually, a selected group of materials, including textbooks, are submitted to most teachers who teach a given program. These teachers provide the study committee their opinions and suggestions about materials. The committee then selects the materials they consider to be of greatest help to the teachers and students in meeting the objectives that have been established for that program. In turn these materials are recommended to the administration for adoption.

IV. Objection of Challenged Materials

Any resident or employee of the School District may raise objection to instructional materials used in the District's educational program despite the fact that the individuals selecting such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

a. Informal Discussion

1. The school administrator and staff members receiving a complaint regarding instructional materials shall try to resolve the issue informally.

2. During the informal discussion the school administration and staff member shall explain to the complainant the school's selection procedure, criteria, and qualifications of those persons selecting the materials. these people shall also explain the place that the material occupies in the educational program and its usefulness.

3. After complete review of challenged material, if the school administrator and staff member are in agreement with complainant, a decision to remove or limit use of material may be made.

4. If a decision is made at this level to retain material then the person making the objection must fill out a copy of thc reconsideration request in order to initiate reconsideration of the materials. (Forms available from principal or media specialists.)

Policy Title Book Selection Policy (continued) Code No. 603.8

5. Within 5 school days of filing of the form, the Superintendent or person designated by the Superintendent shall file the material in question with the reconsideration committee for re-evaluation.

b. Reconsideration Committee

1. The reconsideration committee shall be made up of eleven members.

a. Two teachers, one Junior High and one Senior High, designated annually by the Superintendent.

b. Two school media specialists.

c. One member of the administrative staff designated annually by the Superintendent.

d. Three members from the community appointed annually by _____ Community School Board action.

e. One High School student and one Junior High student selected annually. The Junior High student will be selected by the principal. Recommendations for the Senior High student will come from the principal with selection by the student council.

f. One School Board member appointed annually by School Board action.

2. The chairperson of the committee shall be the School Board member. The secretary shall be one of the media specialists.

3. The committee shall receive all reconsideration request forms from the Superintendent or person designated by the Superintendent.

4. The first meeting shall consist of the complainant and the reconsideration committee. The procedure following receipt of the reconsideration request is as follows:

a. Distribute copies of written request forms.

b. Give complainant or group spokesperson an opportunity to talk about and expand on the request form.

c. Distribute reputable, professionally prepared reviews of the material when available.

d. Distribute copies of challenged material as available.

5. Before the next meeting committee members will read and examine completely the challenged materials. Opinions will be based on the material as a whole and not on passages pulled out of context. The secretary will inform the press of the date of the next meeting.

6. At a subsequent meeting, interested persons, including the complainant, may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.

7. The complainant shall be kept informed by the secretary concerning the status of the complaint through the committee reconsideration process. The complainant and known interested parties shall be given appropriate notice of reconsideration committee meetings.

8. At the second or a subsequent meeting, as desired, the committee shall make its decision in open session. The committee's final decision will be by majority vote:

   a. to take no removal action

   b. to remove all or part of the challenged material from the total school environment.

   c. to allow students to use alternate titles, approved by school personnel, involved, or

   d. to limit the educational use of the challenged material. The sole criteria for the final decision is the appropriateness of the material for its intended educational use. The written decision and its justification shall be forwarded to the Superintendent for appropriate action by the Board, to the complainant, and the appropriate attendance centers.

9. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection or use of the material.

10. Requests to reconsider materials which have previously been before the committee must receive approval of a <u>majority of the committee members</u> before the materials will again be reconsidered. Every reconsideration request form shall be acted upon by the committee.

11. If not satisfied with the decision, the complainant may request that the matter be placed on the agenda of the next regularly scheduled meeting of the Board.

Policy Title Book Selection Policy (continued) Code No. 608.3

12. Any person dissatisfied with the decision of the Board may appeal to the State Board of Public Instruction pursuant to state law.

Date of Adoption: February 11, 1985

Policy Title Instructions From the Board to the Reconsideration Committee
Code No. 603.8a

The policy of this School District related to selection of learning materials states that any resident or employee of the District may formally challenge instructional materials used in the District's educational program. This policy allows those persons in the school and the community who are not directly involved in the selection of materials to make their opinions known. The task of the reconsideration committee is to provide an open forum for discussion of challenged materials and to make an informed decision on the challenge.

The presence of the school media specialists and the administrative staff member on the committee will assure continuity from year to year and will lend professional knowledge of the selection process. Student members are essential since they are the closest to the student body and will be immediately affected by the decision of the Committee.

The reconsideration process, the task of this committee, is just one part of the selection continuum. Material is purchased to meet an educational need. It is reviewed and examined, if possible, prior to purchase; it is periodically re-evaluated through updating, discarding, or re-examination. The committee must be ready to acknowledge that an error in selection may have been made despite this process. Librarians and school personnel regularly read great numbers of reviews in the selection process, and occasional errors are possible.

In reconsidering challenged materials, the role of the committee, and particularly the chairperson, is to produce a climate for a free exchange of ideas. The committee should begin by finding items of agreement, keeping in mind that the larger the group participating, the great amount of information available and, therefore, the greater the number of possible approaches to the problem.

The complainant may choose to make an oral presentation to the committee to expand and elaborate on the complaint. The committee will listen to the complainant, to those with special knowledge, and any other interested persons. In these discussions, the committee should be aware of relevant social pressures which are affecting the situation. Individuals who may try to dominate or impose a decision must not be allowed to do so. Minority viewpoints expressed by groups or individuals must be heard, and observers must be made to feel welcome. It is important that the committee create a

Policy Title Instructions From the Board to the Reconsideration Committee (continued) Code No. 603.8a

calm, nonvolatile environment in which to deal with a potentially volatile situation. to this end, the complainant will be kept continuously informed of the progress of the complaint.

The committee will listen to the views of all interested persons before reaching a decision. In deliberating its decision, the committee should remember that the school system must be responsive to the needs, tastes, and opinion of the community it serves. Therefore, the committee must distinguish between broad community sentiment and attempts to impose personal standards. The deliberations should concentrate on the appropriateness of the material. The question to be answered by the committee is, "is the material appropriate for its designated audience at this time?"

The committee's final decision will be: (1) to take no removal action, (2) to remove all or part of the challenged materials from the total environment, (3) to allow students to use alternate titles, approved by the school personnel or (4) to agree on a limitation of the educational use of the materials.

The committee chairperson will instruct the secretary to convey the committee's decision to the office of the Superintendent. The decision should detail the rationale on which it was based. A letter will be sent to the complainant and to the appropriate attendance centers, outlining the committee's final decision.

Date of Adoption: February 11, 1985

Policy Title: RECONSIDERATION REQUEST FORM Code No. 603.8b

REQUEST FOR RE-EVALUATION OF PRINTED OR AUDIOVISUAL MATERIAL

(SUBMIT TO SUPERINTENDENT)

Item Description (fill in all applicable information)

AUTHOR _____

TITLE _____

Publisher or Producer (if known) _____

Date of Publication or Production _____

Type of Material (book, filmstrip, motion picture, etc. _____

Request Initiated by _____

Telephone _____ Address _____

City _____ Zip _____

School(s) in which item is used _____

_____

Persons making the request represents her/himself group or organization

Name of Group _____

_____

Address of Group _____

_____

_____

1. Did you review the entire item? If not, what sections did you review?

_____

2. To what in the item do you object? (Please be specific: cite pages, or frames, etc.) _____

_____

_____

3. In your opinion what harmful effects upon pupils might result from use of this item? _____

_____

4. Do you perceive any instructional value in the use of this item? _____

_____

5. Should the opinion of any additional experts in the field be considered?

_____ Yes Please list suggestions if any: _____

_____

_____ No

6. In the place of this item would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended?

_____

_____

_____

7. do you wish to make an oral presentation to the review committee:

_____ Yes

(a) Please call the office of the Superintendent

(b) Please be prepared at this time to indicate the approximate length of time your presentation will require.

_____ No

_____ _____

DATE SIGNATURE

Date of Adoption: February 11, 1985

APPENDIX I

Comparative Analysis Between Standards for
School Media Programs and ACHS Media Center

STAFFING

Standards for School Media Program	Status of ACHS	Needs/Differences
School enrollment: 360	Professional Staff: 1	
Full-time media professional: 1	Full-time media Professional: 1	No difference

SUPPORT STAFF

Media Technicians: 1 Media Aides: 1	Media Technicians: 0 Media Aides: 0	Media Technicians: 1 Media Aides: 1

RESOURCES

PRINT MATERIALS: Books, Periodicals and Newspapers, Pamphlets, Microforms

Books: 5,760 vols.	4,816	944
Periodicals and newspapers: 50 to 175 titles	85	Adequate
Pamphlets: According to program needs	Inadequate	Needs weeding and expanded
Microforms: According to program needs	None	----------
Microform equipment	None	----------
VISUAL MATERIALS:	Still Images and Moving Images.	
Filmstrips: 500 to 2,000 items	Access to 1,000+; about 500 owned by media center	Adequate
Filmstrip Equipment: 10 projectors and and 30 viewers	7 projectors and 3 viewers	3 projectors and 27 viewers

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Part 3, p. 2.

Slides and Transparencies: 2,000 to 6,000 items	4,500 items	Adequate
Slide and Transparency Equipment: Projectors: 1 for every 100 users	6	Adequate
Slide viewers: 1 for every 50 users	7	Adequate
Overhead projectors: 1 for every 50 users	8	Adequate
Graphics: 800 items	200 central + departments	Building central collection
16mm sound films 3,000 items	Access to 3,000+	Adequate
16mm projectors: 6	6	Adequate
Super 8mm--sound films and equipment:	None	Teachers prefer 16mm format
Videotapes and Playback and reception equipment	1 monitor, 1 camera 1 recorder	ITV program is just beginning
AUDITORY FORMATS		
Audio Recordings: 3 to 4 per user	Access to 1,000+ from our center & loans	Adequate
Audio Equipment: 30 reproduction units	40	Adequate
MISCELLANEOUS EQUIPMENT		
Opaque projector: 1	1	Adequate
Projection Carts: based on requirements	15	Adequate
Projection screens	1 for each teaching area	Adequate

Part 3, p.3.

FACILITIES

Circulation	800 sq. ft.	Adequate
Reading, Browsing, listening, viewing: 15 to 30% of en-enrollment	Seating for 12% of enrollment no provision for listening, viewing	Need more space and facilities Meets requirements of Southern Assoc.
Open Access Materials Housing: 40 items per student	30 items per student	Need more shelving
Conference Areas: 3 conference rooms	No conference rooms	Need conference rooms
Group Projects and Instruction: 900-1,200 sq. ft.	Just meet this	Adequate
Administration and Work Space	Not sufficient	Need more space and desk
Equipment storage and Distribution: 400 sq. ft.	Adequate	Adequate
Media Production Laboratory	None	Needed
Professional Collection for Faculty	Not included in media center budget	---------
Stacks: minimum of 400 sq. ft.	200 sq. ft.	Need 200 sq. ft.
Magazine and Newspaper storage: 400 sq. ft.	Adequate	Adequate
Television Studio and Storage	None	Needed

APPENDIX J

Taken from: GROWTH NOTES: FOR SCHOOL MEDIA SPECIALISTS NEWSLETTER
JANUARY, 1989.

MUSTS, SHOULDS, AND COULDS FOR LIBRARY MEDIA PERSONNEL, K-12: CERTIFICATION

Among the most frequently asked questions are those relating to what individuals and schools must do in relation to certification. Close seconds are those relating to what schools and individuals can do and what the department recommends they do regarding certification and standards. Perhaps some of those questions can be anticipated and recorded for easier access.

New certification rules went into effect in October, 1988. They include a new structure for certificates.

1. The first is the Provisional Certificate which requires a BA, the teacher education core, human relations and a special teaching or education endorsement.

2. The second is the Educational Certificate. It requires everything needed for the Provisional Certificate, plus two years successful teaching experience, based on a local evaluation process. It lasts for five years and requires eight units earned in the following ways for renewal:

   a. One unit for 160 days teaching experience in one school year. Maximum 2.
   b. One unit for each semester hour of credit completed toward advanced degree. No limit.
   c. One unit for each semester of credit completed toward greater breadth/depth to present endorsements. No limit.
   d. One unit for each semester hour of credit completed toward another endorsement. No limit.
   e. One unit for each staff development course meeting Department of Education guidelines. Maximum 5.

3. The third is the Professional Teacher's Certificate. It requires an Educational Certificate or eligibility for one, five years of teaching experience, and a Master's degree in an endorsement area. It also lasts for five years, but requires only 6 units for renewal which can be earned for the same activities as the Educational Certificate. The limit is the same for teaching experience, but there are no other limits.

4. In addition, there are administrators' certificates, conditional certificates (similar in concept to the former "temporary" certificates) and substitute teacher certificates.

The endorsements most pertinent to people in the library media field are School Media Specialist, K-6, 7-12, and K-12.

The K-6 and 7-12 endorsements are very similar. Each is based on the requirements for the Provisional Certificate, a 30 semester hour teaching major and 24 semester hours of library media coursework. That coursework is to cover:

- o Knowledge of materials and literature in all formats (Elementary for K-6 and Secondary for 7-12).
- o Selection, utilization, and evaluation of library materials and equipment.
- o Design and Production of Instructional Materials.
- o Acquisition, cataloging and classification of materials, and organization of equipment.
- o Information retrieval, reference services, and networking.
- o Planning, evaluation, and administration of media programs.
- o Practicum (Elementary for K-6 and Secondary for 7-12).

The K-12 school media specialist endorsement also is based on the provisional certificate. It requires a master's degree and completion of at least a 30 semester hour sequence in school media coursework including all the topics in the K-6 and 7-12 endorsement requirements, except that materials courses and practicum must cover K-12. In addition, coursework requirements include:

- o Curriculum development and teaching and learning strategies.
- o Instructional development and communication theory.
- o Methods for instruction and integration of media skills into the school curriculum.
- o Reading, listening, and viewing guidance.
- o Utilization and application of computer technology.
- o Research in media and information science.

A major concern is what impact this has on currently held endorsements or approvals. Generally speaking, current holders of library media related endorsements or approvals can continue to function as in the past. That is:

- o Persons with approval as K-6 Teacher Librarians can function in the same capacities as K-6 School Media Specialists even to the capability of being assigned by their administrators to serve up through middle school grades.
- o Persons with approval as 7-12 Teacher Librarians can function in the same capacities as 7-12 School Media Specialists even to the capability of being assigned by their administrators to serve down through middle school grades.
- o Persons with endorsements as School Librarians, K-12 (endorsement 34) can function in the same capacity as K-12 School Media Specialists.
- o Persons with endorsement as Director of Library Services (endorsement 51) can function as K-12 School Media Specialists whether or not the 34 endorsement was recorded. Only AEAMCs are required to have employees with endorsement 51.
- o Persons with endorsement 51 can continue to function in AEAMC roles. What new endorsement may be required for AEAMC's has not yet been determined.
- o Persons with endorsement as Educational Media Specialist (39 endorsement) are still eligible to serve in AEAMCs, as with Directors of Library Services. It seems likely that such persons could be on a local school media program staff when more than one professional is employed, although not be in charge.

School districts probably should not limit employment to those holding no-longer-offered endorsements, or to those holding new endorsements only, if applicants hold proper endorsements and approvals under the previous rules.

Prepared by Betty Jo Buckingham

APPENDIX K

POSSIBLE REPLACEMENT CYCLES

(Due to price fluctuation of materials, estimates of costs have not been provided.)

PHASE I RECOMMENDATIONS

ITEM	K-6, PHASE I	7-12, PHASE I
Books	6,000	8,000
Magazines	15	J.H. 75 S.H. 100
Newspaper	3	6
Filmstrips	500	500
Recordings	600	500

TEN YEAR REPLACEMENT CYCLE

ITEM	K-6, PHASE I	7-12, PHASE I
Books	600	800
Magazines	15	J.H. 75 S.H. 100
Newspaper	3	6
Filmstrips	50	50
Recordings	60	60

FIFTEEN YEAR REPLACEMENT CYCLE

ITEM	K-6, PHASE I	7-12, PHASE I
Books	400	534
Magazines	15	J.H. 75 S.H. 100
Newspaper	3	6
Filmstrips	34	34
Recordings	40	40

TWENTY YEAR REPLACEMENT CYCLE

ITEM	K-6, PHASE I	7-12, PHASE I
Books	300	400
Magazines	15	J.H. 75 S.H. 100
Newspaper	3	6

CURRICULUM GUIDE

FOR

SCHOOL LIBRARY MEDIA PROGRAM